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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Title I – 1003(g) School Improvement Grant
2014-2015 School Year Grant Application

LEAs must submit an application for EACH school applying for 1003(g).

Part 1: Grantee Information

Applicant Information

School Corporation/ Eligible Entity	Greater Clark County Schools		**Corp #**	1010	
School	River Valley Middle School		**School #**	0883	
Superintendent Name	Dr. Andrew Melin		**Email**	amelin@gcs.k12.in.us	
Title I Administrator Name	Amy Schellenberg		**Email**	aschellenberg@gcs.k12.in.us	
Principal	Michael Denny		**Email**	mdenny@gcs.k12.in.us	
Mailing Address	2220 Veterans' Parkway	**City**	Jeffersonville	**Zip Cod**	47130
Telephone	812-288-4848	**Fax**	812-288-4851		
Total Funding Authorization					

Application Type

Select one of the following options:

- ☐ Turnaround
- ☒ Transformation
- ☐ Restart
- ☐ Closure

Important Dates

Application Release	Release application and guidance to LEAs	March 1, 2014
Technical Assistance Training	Offer technical assistance training to eligible Priority schools	March 20, 2014
Application Due	LEA application must be submitted to IDOE	April 1, 2014
Notification	SEA awards will be published and LEAs notified of 3-Year Awards	April 30, 2014
Funds Available	Funds will be available to grantees	July 1, 2014

Part 2: LEA and School Assurances and Waivers

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

☒ Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements

☒ Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds

☒ If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements

☒ Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality

☒ Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions

☒ Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding

☒ Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected

☒ Report to the SEA the school-level data required under leading indicators for the final requirements

☒ The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.

☒ This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

The LEA must check each waiver that the LEA will implement.

☐ "Starting over" in the school improvement timeline for Priority Title I participating schools implementing a turnaround or restart model.

☐ Implementing a school-wide program in a Priority Title I participating school that does meet the 40 percent poverty eligibility threshold.

Superintendent Signature: _____ **Date:** 3/27/14

Title I Administrator Signature: _____ **Date:** 3/31/14

Principal Signature: _____ **Date:** 3/31/14

Staff Members Consulted and Part of the Application Process:

Workgroup Members	
Name	**Title**
Example: Mrs. Joan Smith	*Example: Title I Resource Teacher*
Michael Denny	Principal
Jessica Broady	Assistant Principal
Lyndsay Combs	Academic Improvement Coordinator (Title I) / Turnaround Team Committee Member
Terry Ledbetter	Interventionist (Title I) /Turnaround Team Committee Member
Kay Havens	Special Education Teacher / Turnaround Team Committee Member / Building Leadership Team Member
Jessica Gilbert-Moman	Language Arts Teacher / Turnaround Team Committee Member
Scott Endres	Mathematics Teacher / Turnaround Team Committee Member
Christa Hammack	Mathematics Teacher / Turnaround Team Committee Member
Sara Detenber	Language Arts Teacher / Turnaround Team Committee Member
Dawn Spyker	Art Teacher / Turnaround Team Committee Member
Steve Churchman	Counselor / Turnaround Team Committee Member
Brooke Lannan	Special Education Supervisor / Turnaround Team Committee Member
Travis Haire	Assistant Superintendent for Secondary Schools / Turnaround Team Committee Member
Amy Schellenberg	Executive Director for Educational Services / Title I Program Administrator / Turnaround Team Committee Member
Anne Scherer	PTO President
Debbie Lake	PTO Vice President
Laura Zeles	PTO President
Dennis Kraft	Math Teacher / GCEA Building Representative

Chirara Armstrong	PTO Treasurer
Stephanie Doss	Math Teacher / PTO Teacher Representative
Chris Wilt	Social Studies Teacher / PTO Teacher Representative
Tessa Morales	PTO Parent

Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application and the implementation of the models in the Tier I and Tier II schools. Indicate the number of members present from each stakeholder group, and the general discussion or feedback at the meeting.

Meeting Topic	Date and Time	Parents /Community	Teachers/Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
Example: Student and Parent Forum	*3/15/14*	*25*	*5*	*1*	*1*	*0*	*200*	*Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment*
Turnaround Committee Meeting	3/10/14	0	15	2	0	2	0	Overview of SIG process
Building Leadership Team Meeting	3/12/14	0	15	2	0	2	0	Principal provided overview of SIG
Faculty Meeting	3/13/14	0	40	2	0	0	0	Full faculty overview of SIG
Corporation Discussion Meeting	3/17/14	0	30	2	0	7	0	Commitment to SIG
Turnaround Committee Meeting	3/17/14	0	15	2	0	2	0	Commitment to SIG
Board of School Trustees Meeting	3/18/14	20	2	1	7	7	0	Overview of SIG
Building Leadership Team Meeting	3/19/14	0	15	2	0	2	0	Commitment to SIG process
PTO Meeting	3/19/14	8	1	2	0	0	0	Overview of SIG process / Commitment
Technical Assistance	3/20/14	0	0	1	0	1	0	Technical Assistance

Part 3: Schools to be Served by LEA

Schools to be Served by LEA				
		Based on the "School Needs Assessment" tool, the LEA has determined this model for the school		
School Name	Grade Span	Priority School Y/N	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Priority School
Northaven Elementary	K-5	Yes	Transformation	
Parkview Middle	6-8	Yes	Transformation	
River Valley Middle	6-8	Yes	Transformation	

Part 4: Needs Assessment and Goals

Complete the table below for your **overall student population, as well as available student groups** (American Native, Asian, Black, Hispanic, White, Free/Reduced Lunch, Limited English Proficient and Special Education) **that did *not* pass in English/language Arts and/or mathematics**

Student Groups - ELA	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	37%	303		70% passing	75% passing	80% passing
Special Education	75%	84	HIGH	50% passing	55% passing	60% passing
Poverty	44%	226	HIGH	65% passing	70% passing	75% passing
ELL	68%	48	HIGH	50% passing	55% passing	60% passing
Black	53%	62	HIGH	60% passing	65% passing	70% passing
Hispanic	50%	56	HIGH	60% passing	65% passing	70% passing
White	29%	147	MEDIUM	75% passing	80% passing	85% passing
Multi	39%	27	HIGH	70% passing	75% passing	80% passing

Student Groups - Math	% of this group not passing	# of students in this group not passing	How severe is this group's failure in comparison to the school's rate? In what ways are the learning needs of this group unique?	SY 2014-2015 Goal	SY 2015-2016 Goal	SY 2016-2017 Goal
Example: LEP	75%	52	HIGH - No prior formal schooling; from non-Western culture.	40% passing	45% passing	50% passing
Overall	27%	225		80% passing	85% passing	90% passing
Special Education	55%	62	HIGH	55% passing	60% passing	65% passing
Poverty	34%	172	HIGH	70% passing	75% passing	80% passing
ELL	55%	36	HIGH	55% passing	60% passing	65% passing
Black	47%	55	HIGH	55% passing	60% passing	65% passing
Hispanic		43	HIGH	65% passing	70% passing	75% passing
White	18%	93	LOW	85% passing	90% passing	95% passing
Multi	33%	23	HIGH	75% passing	80% passing	90% passing

Complete the table below regarding key areas of student learning indicators. Include your 2013-2014 data to date, your goals for 2014-2015, as well as key findings related to this data.

Student Leading Indicators	2013-2014	2014-2015	Key Findings
1. Number of minutes within the school year that students are required to attend school	71,100 minutes	TBD	State Minimum Required: 64,800 Currently addtl 105 hours
2. Dropout rate*	0	0	0
3. Student attendance rate (must be a percentage between 0.00 and 100.00)	96.2%		Maintaining above 95%
4. Number and percentage of students completing advanced coursework* (e.g., AP/IB), or advanced math coursework	296 enrolled in Adv. ELA 309 enrolled in Adv. Math		
5. Number of students completing dual enrollment classes	NA	NA	NA
6. Number of individual students who completed BOTH an advanced coursework class AND a dual enrollment class. (This number should not exceed the either category total.)	NA	NA	NA
7. Types of increased learning time offered LSY- Longer School Year LSD- Longer School Day BAS-Before/After School SS- Summer School WES-Weekend School OTH-Other	OTH – Intersession (20 hours fall / 20 hours spring) SS – 40 hours		
8. Discipline incidents*	1847		
9. Truants (# of unduplicated students, enter as a whole number)	4		
10. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number of Ineffective [IN], Improvement Necessary [IMP], Effective [EF], and Highly Effective [HEF].)	HE = E =		12-13 Data HE = 26 E = 25 IMP = 0 IN = 0
11. Teacher attendance rate	96.6%		

For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas.

Instructional Programs	
LEA analysis	Upon review of state and local accountability data, the root cause analysis indicates inconsistent implementation, training and monitoring of instructional strategies. Significant staff turnover and limited training opportunities have created knowledge gaps of instructional strategies/practices focused on engagement, relevance and gradual release.
Justification for Selected Interventions	The data and root cause analysis indicates a strong need to strengthen Tier I CORE instruction. Selected interventions support the enhancement of an instructional framework to be implemented by ALL classroom teachers. The Framework for Intentional and Targeted Teaching advocates a gradual release model which supports student practice and proficiency.

School Leadership	
LEA analysis	Upon review of the last five years of student achievement data, it has been determined that the current school leadership will be replaced. Posting for the position will occur after the second round of ISTEP+ administration.
Justification for Selected Interventions	RVMS has received a "D" rating every year since 2005 with the exception of 2010 in which a "C" rating was earned. This track record increases the sense of urgency for leadership change.

School Infrastructure

LEA analysis	School climate / culture issues are pervasive at River Valley. It is an open concept school and a challenging schedule has not benefitted the instructional program. A revised schedule and staffing adjustments are planned for next year.
Justication for Selected Interventions	Staff surveys and interviews validate the need for the anticipated changes.

Part 5: Selection of Improvement Model

Based on our findings of the data sources, the LEA is selecting this model for this school:

☐ Turnaround ☒ Transformation ☐ Restart ☐ Closure

Instructions: Reflect on the data, findings, root cause analysis, self-assessment and the elements of the four improvement models. As a team, reach consensus, as to the model that is the best fit for the school and that has the greatest likelihood, when implemented, to affect principal leadership, teacher instruction, and student learning.

Describe how the model corresponds to the data, findings, analysis and self-assessment and led to the selected model.

The very nature of a "transformative" model indicates behavioral changes. Through the development of the Student Achievement Plan required upon Priority School designation, the school stakeholders validated through data analysis and self assessment the need for significant changes in the 8 turnaround principles: School Leadership, School Climate and Culture, Effective Instruction, Curriculum/Assessment/Intervention Systems, Effective Staffing Practices, Effective Use of Data, Effective Use of Time, and Effective Family and Community Engagement.

Through the development of Teacher/Leader Effectiveness, Increasing Learning Time and Creating Community-Oriented Schools, Implementation of Comprehensive Instructional Reform Strategies, and Operational Flexibility and Sustained Support, it is believed River Valley Middle School can transform into a highly effective educational system.

Describe how the model will create teacher, principal, and student change.
The Transformational Model implemented at River Valley Middle School will create change as follows: Principal: New principal to be hired who will understand, implement, support and monitor the instructional changes generated through this plan. Teachers: Teacher training and support through the development of a Teachers' College will provide sustained, ongoing, job-embedded professional development focused on the Framework for Intentional and Targeted Teaching (Fisher and Frey). Teachers will engage in 2 hours of professional development weekly that is facilitated and collaborative to analyze data and plan for instruction. For 8 months, a 3 hour training module will be facilitated for teachers to increase understanding and implementation of the FITT model. Peer walkthroughs will occur on a monthly basis to allow teachers to witness varying interpretations of implementation and to increase understanding and ownership of strategies. Students: Student expectations and understandings will increase when strategies are implemented consistently throughout their instructional day. Clear, defined expectations of behaviors and achievement goals will guide student work and feedback provided on a regular basis through the FITT model will help clarify student work.

Part 6: Improvement Model

Complete the appropriate intervention model of choice and **attach** with LEA and School Data.

Part 7: LEA Capacity to Implement the Improvement Model

Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for three years, while meeting all fiscal requirements and being reasonable, allocable, and necessary.	YES		Greater Clark has a long history of successful grant implementation and sustainability.
2. The LEA and administrative staff has the credentials, demonstrated track record, and has made a three-year commitment to the implementation of the selected model. *Turnaround and Transformation models* • *Ability to recruit new principals through partnerships with outside educational organizations and/or universities* • *Statewide and national postings for administrative openings* • *External networking*	YES		Greater Clark has been awarded Innovation Grants worth almost $3 million and over $7 million worth of Reading First grants in the past several years.

• *Resumes provided* • *Data examined to demonstrate track record* • *Principal hiring process* • *Principal transfer procedures/policies*			
3. The School Board is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. *All models* • *School Board Assurances* • *School Board Meeting Minutes from proposal and or discussion* • *Supports the creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*	YES		Board of School Trustees voted unanimously to support the application for the 1003g School Improvement Grant.
4. The superintendent is fully committed to eliminating barriers, such as allowing for staffing, curriculum, calendar, and operational flexibility, to allow for the full implementation of the selected model. *All models* • *Superintendent Assurance* • *School Board Meeting Minutes from proposal and or discussion* • *Superintendent SIG Presentation* • *Creation of a new turnaround office (or reorganization if additional schools are being added within a district) with an appointed turnaround leader having significant and successful experience in changing schools*			Superintendent provided full support of 1003g School Improvement Grant application.
5. The teacher's union is fully committed to eliminating barriers to allow for the full implementation of the model, including but not limited to teacher evaluations, hiring and dismissal procedures and length of the school day. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model*			Corporation's Discussion Committee provided full support of grant application.
6. The district has a robust process in place to select the staff for each 1003(g)			Hiring process includes team of interviewers and demonstration lessons.

building. *Turnaround, Transformation Models* • *Teacher Union Assurance* • *An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model* • *Principal ownership in staff hiring process* • *Detailed and descriptive staff hiring process* ○ *Staff transfer policies and procedures* ○ *Staff recruitment, placement, and retention procedures*			Recruitment visits and job fair participation occurs at a minimum of 7x annually. Teachers' Association support provided in attached stakeholders signage sheet.
7. District staff has a process for monitoring and supporting the implementation of the selected improvement model. *All Models* • *Professional Development Calendar* • *Curriculum and Assessment Calendar* • *Parent Requirements* • *Monitoring and Evaluation System* • *Support Process* • *Data Review* • *Special Population Review* • *Fiscal Monitoring*			Contractual commitment of 135 minutes of professional development each week (81 hours annually) through Period 0 allows for collaborative, job-embedded professional development to assist with implementation.

Part 8: Selection of External Providers

Capacity Task	Yes	No	District Evidence
The LEA has or will recruit, screen, selects and support appropriate external providers. *The IDOE will assess the LEA's commitment to recruit, screen, and select external providers by requiring the LEA to document a process for assessing external provider quality which may include, but will not be limited to:*			
(a) Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each schools identified SIG needs;	Yes		Provider – ASCD for Framework for Intentional and Targeted Teaching Provider – Marge Simic, external evaluator
(b) Selecting an external provider based upon the provider's commitment of timely and effective implementation and the ability	Yes		Commitment outlined in contracts available upon grant award

Required Funding Alignment Section of Budget

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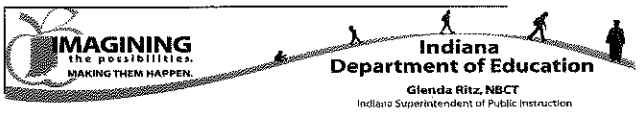
School Improvement Grant (1003g)
Part 7 -- BUDGET
Alignment of Other Funding Sources to SIG Elements

Element of the Intervention	*Intervention*	*Resources*
	FEDERAL RESOURCES	
Improve Tier 1 Core Instruction through the implementation of the Framework for Intentional and Targeted Teaching	Transformation	Title I, Part A and Title II
Provide daily, professional development through instructional coaching in pedagogy and technology integration.	Transformation	Title I, Part A and Title II
Job-embedded professional development aligned to grant goals	Transformation	Title I, Part A and Title II

Element of the Intervention	*Intervention*	*Resources*
	STATE RESOURCES	



School Improvement Grant (1003g)
Part 7 -- BUDGET
School Year 2014-2015
Year 1

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: River Valley Middle School

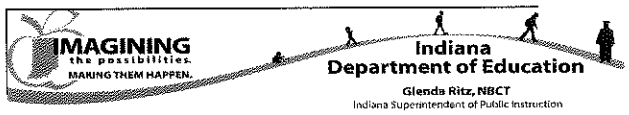
ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	$75,000	
Stipends		X		Stipends for Completion of Teachers' College	$250,000	
				(50 staff at $5000)		
					$ -	
					$ -	
	1.00	***TOTAL SALARIES***				***$ 325,000.00***
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				***$ 22,500.00***
3. TRAVEL: *(differentiate in-state and out-of-state)*						
out-of-state		ASCD National Conference on Teaching Excellence / June 26-29 / Dallas Texas			$ 15,000.00	
out-of-state						
in-state						
in-state						
		TOTAL TRAVEL				***$ 15,000.00***
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants		Fisher and Frey Framework for Intentional and Targeted Teaching			$ 58,000.00	
		$5,200 + $4800 additional days (total 12 days)				
Bus Contractors		Late bus runs for student extended day services			$ 18,400.00	
		72 days (2 days / week) plus 20 days Intersession and Summer School				
Evaluation		Marge Simic ($2,000 day - 8 checkpoints)			$ 16,000.00	
		TOTAL CONTRACTED SERVICES				***$ 92,400.00***
5. SUPPLIES: Enter the total amount of materials and supplies. Provide a list of supplies on a separate sheet.(Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				***$ 25,000.00***
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				***$ 292,050.00***
7. OTHER SERVICES: (Include a specific description of services.)						
		TOTAL OTHER SERVICES				***$0.00***
		INDIRECT COST (2.07%)				$ -
TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).						***$ 771,950.00***

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
50	Classroom non-fiction levelled libraries	$ 500.00	$ 25,000.00
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 25,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
50	Laptops	$ 500.00	$ 25,000.00
50	Student Response Systems	$ 1,600.00	$ 80,000.00
15	iPad minis (classroom sets for Math and science)	$ 9,870.00	$ 148,050.00
15	Charging carts for iPad minis	$ 2,600.00	$ 39,000.00
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 292,050.00



School Improvement Grant (1003g)
Part 7 -- BUDGET
School Year 2015-2016
Year 2

*Note:*The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: River Valley Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	$75,000	
Stipends		X		Stipends for Completion of Teachers' College	$250,000	
				(50 staff at $5000)		
					$ -	
	1.00	*TOTAL SALARIES*				$ 325,000.00
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				$ 22,500.00
3. TRAVEL: *(differentiate in-state and out-of-state)*						
	out-of-state	ASCD National Conference on Teaching Excellence			$ 15,000.00	
	out-of-state					
	in-state					
	in-state					
		TOTAL TRAVEL				$ 15,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants		Fisher and Frey Framework for Intentional and Targeted Teaching			$ 38,800.00	
		$5,200 + $4800 additional days (total 8 days)				
Bus Contractors		Late bus runs for student extended day services			$ 18,400.00	
		72 days (2 days / week) plus 20 days Intersession and Summer School				
Evaluation		Marge Simic ($2,000 day - 8 checkpoints)			$ 16,000.00	
		TOTAL CONTRACTED SERVICES				$ 73,200.00
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				$ 25,000.00
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".						
		TOTAL EQUIPMENT AND TECHNOLOGY				$ 187,050.00
7. OTHER SERVICES: (Include a specific description of services.)						
		INDIRECT COST (2.07%)				$ 9,536.49
		TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				$ 657,286.49

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
50	Classroom non-fiction levelled libraries	$ 500.00	$ 25,000.00
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 25,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
15	iPad minis (classroom sets for ELA and SS)	$ 9,870.00	$ 148,050.00
15	Charging carts for iPad minis	$ 2,600.00	$ 39,000.00
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ 187,050.00

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School Improvement Grant (1003g)
Section 7 - BUDGET
School Year 2016-2017
Year 3

Note: The total amount of funding per year must total ***no less than $50,000*** and ***no greater than $2,000,000*** per year.
The original approved allocation amount cannot be increased through an amendment.
All administrative costs - personnel, travel, supplies, etc. - MUST be noted in blue.

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: River Valley Middle School

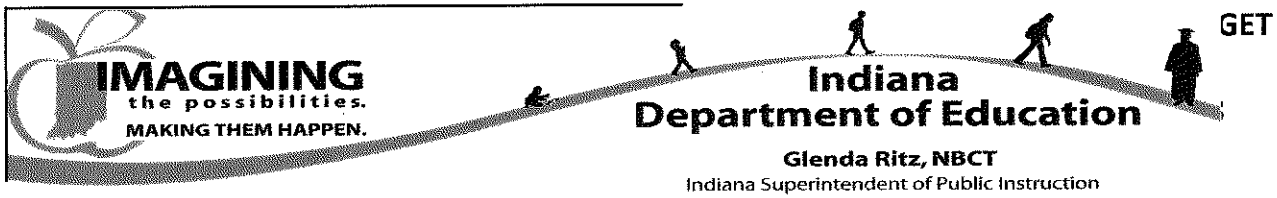
ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	LINE ITEM TOTAL
1. PERSONNEL (include positions and names)						
Instructional Coach	1.00	X		Instructional Coach	$75,000	
Stipends		X		Stipends for Completion of Teachers' College	$250,000	
				(50 staff at $5000)		
					$ -	
	1.00	*TOTAL SALARIES*				$ 325,000.00
2. Benefits: ***Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.***						
		TOTAL FIXED CHARGES / FRINGE BENEFITS				$ 22,500.00
3. TRAVEL: *(differentiate in-state and out-of-state)*						
	out-of-state	ASCD National Conference on Teaching Excellence			$ 15,000.00	
	out-of-state					
	in-state					
	in-state					
		TOTAL TRAVEL				$ 15,000.00
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)						
ASCD Consultants		Fisher and Frey Framework for Intentional and Targeted Teaching			$ 19,600.00	
		$5,200 + $4800 additional days (total 4 days)				
Bus Contractors		Late bus runs for student extended day services			$ 18,400.00	
		72 days (2 days / week) plus 20 days Intersession and Summer School				
Evaluation		Marge Simic ($2,000 day - 4 checkpoints)			$ 8,000.00	
		TOTAL CONTRACTED SERVICES				$ 46,000.00
5. SUPPLIES: ***Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet.*** (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)						
		TOTAL SUPPLIES				$ 25,000.00
6. EQUIPMENT AND TECHNOLOGY: ***Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".***						
		TOTAL EQUIPMENT AND TECHNOLOGY				$ -
7. OTHER SERVICES: (Include a specific description of services.)						
		INDIRECT COST (2.07%)				$ 8,973.45
		TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).				$ 442,473.45

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
50	Classroom Supplies	$ 500.00	$ 25,000.00
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
		$ -	$ -
	TOTAL SUPPLIES COSTS		$ 25,000.00

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
			$ -
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -



Note: continued progress without awarded SIG funds. Review Sustainabilty Year 4 goals to determine possible interventions f

Corporation Name: Greater Clark County Schools
Corporation Number: 1010
School Name: River Valley Middle School

ACCOUNT NO.	FTE	Cert.	Noncert.	EXPENDITURE DESCRIPTION	SUBTOTAL	INE ITEM TOTA	OTHER FU
1. PERSONNEL (include positions and names)							
Instructional Coach	1.00	X		Instructional Coach	$75,000		Title I Par
					$ -		
	1.00	***TOTAL SALARIES***				***$ 75,000.00***	
2. Benefits: Benefits should be based on actual known costs or an established formula. Fixed charges/benefits below are for the personnel listed under PERSONNEL above and only for the percentage of time devoted to this project.							
		TOTAL FIXED CHARGES / FRINGE BENEFITS				***$ 22,500.00***	Title I Par
3. TRAVEL: *(differentiate in-state and out-of-state)*							
out-of-state		ASCD National Conference on Teaching Excellence			$ 15,000.00		Title I Par
out-of-state							
in-state							

in-state				
	TOTAL TRAVEL		***$ 15,000.00***	
4. CONTRACTED SERVICES: (List the type of contracted services to be provided, including the vendor's name, if applicable.)				
Bus Contractors	Late bus runs for student extended day services	$ 18,400.00		Transport
	72 days (2 days / week) plus 20 days Intersession and			
	TOTAL CONTRACTED SERVICES		***$ 18,400.00***	
5. SUPPLIES: Enter the total amount of materials and supples. Provide a list of supplies on a separate sheet. (Include the total amount to be used to purchase testing, programmatic and/or office supplies.)				
	TOTAL SUPPLIES		***$ 15,000.00***	
6. EQUIPMENT AND TECHNOLOGY: Enter the total amount of equipment and technology purchases. Provide a list of equipment and technology on a separate sheet. Equipment is defined as "tangible, non-expendable/non-consumable personal property having a useful lifespan of more than one year".				
	TOTAL EQUIPMENT AND TECHNOLOGY		***$ -***	
7. OTHER SERVICES: (Include a specific description of services.)				
	INDIRECT COST (2.07%)		***$ 3,020.13***	

TOTAL ANTICIPATED EXPENDITURES (SUM OF SECTIONS 1-7 OF THIS FORM).	$ 148,920.13	

SUPPLIES: The following list represents the anticipated materials and supplies purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
50	Classroom Supplies	$ 300.00	$ 15,000.00	Title I Par
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
		$ -	$ -	
	TOTAL SUPPLIES COSTS		$ 15,000.00	

EQUIPMENT AND TECHNOLOGY: The following list represents the anticipated equipment and technology purchases.

QUANTITY	DESCRIPTION	UNIT PRICE	TOTAL PRICE	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
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			$ -	
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			$ -	
			$ -	
			$ -	
			$ -	
			$ -	
	TOTAL EQUIPMENT AND TECHNOLOGY COSTS		$ -	

Part 6: Transformation Model

PRE-IMPLEMENTATION Strategies – Application Year

Describe any pre-grant implementation steps that are being taken during the application year to prepare for Year 1 of SIG.

Principal changes and flexibility	At River Valley Middle School, the current principal has been notified that he will not maintain the principal's position for the 2014-15 school year. Following ISTEP+ administration in early May, the process will begin for recruiting and hiring a new school principal. Qualifications required for the position include a commitment to and understanding of the Transformation Model and ideally significant experience in turning around student achievement levels in a previous position.
Effectiveness of staff and recruitment/ retaining of staff	Greater Clark County Schools adopted and has utilized the RISE Teacher Effectiveness Rubric for the last two years. Teachers begin the year with a self-assessment and professional development sessions are personalized to ensure teacher understanding of evaluation expectations.
Building Culture	Greater Clark County Schools Corporation Survey is utilized to determine baseline information for cultural and programmatic decisions. This survey is given during the months of April and May to all students, certified staff, non-certified staff, and families. The results are disaggregated and analyzed to determine action steps.
Professional Development	Contractually, teachers dedicate almost 2 hours per week to job-embedded professional development. During Period 0, which occurs each day prior to students arriving at school, professional development takes place focused on intentional instructional planning, data analysis, and various training needs (ie technology, strategy implementation). In preparation for the grant application/process, staff has engaged in book studies focused on creating a culture of achievement (Fisher and Frey) and are committed to expanding their knowledge base of the gradual release model.
Instructional Programs	A revised master schedule allows for 80 minutes of daily instruction in Language Arts and Mathematics. Additionally, a 30-minute intervention block is provided to students each day. Small group, targeted instruction is provided to students based upon data reviewed from state and local benchmark assessments. Groups are adjusted every 8 weeks as needed – based on new assessment data from progress monitoring opportunities. The balanced calendar implemented by the corporation this year also provides 40 hours of Intersession intervention support and an additional 40 hours of summer school support.
Parent and Community Involvement	Planning and training for student-led conferences will take place during the 4th quarter of the 2013-14 school year. Attendance at parent/teacher conferences has barely reached 50% of students. Regularly scheduled family nights must be utilized to increase comfort level of families at the school.

SMART Culture Goal - Year 1

All Culture-related Transformation Principles have action steps, person(s) responsible, timeline, and budgeted items clearly described.

By May 31, 2015, River Valley Middle School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Budgeted Items	Transformation Principles
Principal is replaced with one that has evidence of a proven track record. *New Principal hired during Pre-implementation timeline. Complete new principal orientation sessions. Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.	Superintendent Asst. Superintendent	May 1 – 31, 2014	No grant budget required.	*Replace the principal who led the school prior to implementing the model*
Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement. All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment. Professional development sessions provided to support needs identified through teacher self-	Principal Asst. Principal Asst. Superintendent	July – August, 2014	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement*

Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member) Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.				
Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. ***The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.*** ***Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.*** Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR	Principal Asst. Principal Asst. Superintendent Executive Director	July 28, 2014 – May 31, 2015	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not*

assessments.				
Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need. ***Professional development is conducted weekly through job-embedded opportunities at the school.*** ***Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.*** Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching. Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.	Principal Asst. Principal Asst. Superintendent Executive Director	July 28, 2014 – May 31, 2015	SIG grant funding of FITT training. District funded Period 0	*Provide high quality, job-embedded professional development*
Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions. ***Mentors and/or coaches are provided for all staff.*** Utilize District	Principal Asst. Principal Asst. Superintendent Executive Director	Quarterly – July, 2014 through May 31, 2015	District funding of Leadership Academy Title I leadership stipends	*Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)*

Leadership Academy to recruit and place new staff at River Valley Middle School. Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.				
Provides increased, intentional learning time driven by student data indicated for all students and staff. ***Time is of extensive length (at least 300 hours) to potentially increase learning.*** Implement After School Learning Labs 2x / week with transportation	Principal Asst. Principal	July 28, 2014 – May 31, 2015	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	*Provide increased learning time for students and staff*
LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. Student-led conferences provided 2x annually Family literacy night (including technology literacy) provided 2x annually	Principal Asst. Principal	September, 2014 February, 2015 August, 2014 March, 2015	District funding for teacher additional time for afterschool conferences.	*Provide mechanisms for family and community engagement*
LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school School driven master	Superintendent Asst. Superintendent Principal Asst. Principal	February, 2015 – May 31, 2015	District funding of staffing at a 1:28 PTR	*Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)*

schedule to determine staffing needs.				
Multiple supports detailed; support occurs throughout the year. ***Multiple supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Checkpoint monitoring scheduled quarterly with outside technical assistance	Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider	Quarterly – July, 2014 thru May 31, 2015	SIG grant funding	*LEA and, SEA supports school with ongoing, intensive technical assistance and support*

SMART Culture Goal - Year 2				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Transformation Principles**
Principal is replaced with one that has evidence of a proven track record. *New Principal hired during Pre-implementation timeline. Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.	Superintendent Asst. Superintendent	2015-2016 school year	No grant budget required.	*Replace the principal who led the school prior to implementing the model*
Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement. All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment. Professional development sessions provided to support needs identified through teacher self-assessments. Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member) Review Teacher Effectiveness Rubric results with achievement data from	Principal Asst. Principal Asst. Superintendent	2015-2016 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement*

ISTEP+, ACT, Acuity, STAR data.				
Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. ***The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.*** ***Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.*** Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.	Principal Asst. Principal Asst. Superintendent Executive Director	2015-2016 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not*

Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need. ***Professional development is conducted weekly through job-embedded opportunities at the school.*** ***Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.*** Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching. Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.	Principal Asst. Principal Asst. Superintendent Executive Director	2015-2016 school year	SIG grant funding of FITT training. District funded Period 0	*Provide high quality, job-embedded professional development*
Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions. ***Mentors and/or coaches are provided for all staff.*** Utilize District Leadership Academy to recruit and place new staff at River Valley Middle School. Provide leadership stipends for teacher	Principal Asst. Principal Asst. Superintendent Executive Director	Quarterly 2015-2016 school year	District funding of Leadership Academy Title I leadership stipends	*Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)*

leaders to serve on Building Leadership Team and/or Professional Development team members.				
Provides increased, intentional learning time driven by student data indicated for all students and staff. ***Time is of extensive length (at least 300 hours) to potentially increase learning.*** Implement After School Learning Labs 2x / week with transportation	Principal Asst. Principal	2015-2016 school year	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	*Provide increased learning time for students and staff*
LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. Student-led conferences provided 2x annually Family literacy night (including technology literacy) provided 2x annually	Principal Asst. Principal	2015-2016 school year	District funding for teacher additional time for afterschool conferences.	*Provide mechanisms for family and community engagement*
LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school School driven master schedule to determine staffing needs.	Superintendent Asst. Superintendent Principal Asst. Principal	2015-2016 school year	District funding of staffing at a 1:28 PTR	*Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)*

Multiple supports detailed; support occurs throughout the year. ***Multiple supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Checkpoint monitoring scheduled quarterly with outside technical assistance	Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider	Quarterly – 2015-2016 school year	SIG grant funding	*LEA and, SEA supports school with ongoing, intensive technical assistance and support*
SMART Culture Goal - Year 3				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Transformation Principles**
Principal is replaced with one that has evidence of a proven track record. Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.	Superintendent Asst. Superintendent	2016-17 school year	No grant budget required.	*Replace the principal who led the school prior to implementing the model*
Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement. All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment. Professional development sessions provided to support needs identified through teacher self-	Principal Asst. Principal Asst. Superintendent	2016-17 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement*

assessments. Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member) Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.				
Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. ***The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.*** ***Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates; plan must provide an implementation timeline and pathways for improvement or release.*** Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR	Principal Asst. Principal Asst. Superintendent Executive Director	2016-17 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not*

assessments.				
Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need. ***Professional development is conducted weekly through job-embedded opportunities at the school.*** ***Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.*** Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching. Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of the FITT framework.	Principal Asst. Principal Asst. Superintendent Executive Director	2016-17 school year	SIG grant funding of FITT training. District funded Period 0	*Provide high quality, job-embedded professional development*
Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions. ***Mentors and/or coaches are provided for all staff.*** Utilize District	Principal Asst. Principal Asst. Superintendent Executive Director	Quarterly – 2016-17 school year	District funding of Leadership Academy Title I leadership stipends	*Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)*

Leadership Academy to recruit and place new staff at River Valley Middle School. Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.				
Provides increased, intentional learning time driven by student data indicated for all students and staff. ***Time is of extensive length (at least 300 hours) to potentially increase learning.*** Implement After School Learning Labs 2x / week with transportation	Principal Asst. Principal	2016-17 school year	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	*Provide increased learning time for students and staff*
LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to address these challenges. Student-led conferences provided 2x annually Family literacy night (including technology literacy) provided 2x annually	Principal Asst. Principal	2016-17 school year	District funding for teacher additional time for afterschool conferences.	*Provide mechanisms for family and community engagement*
LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school School driven master	Superintendent Asst. Superintendent Principal Asst. Principal	2016-17 school year	District funding of staffing at a 1:28 PTR	*Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)*

schedule to determine staffing needs.				
Multiple supports detailed; support occurs throughout the year. ***Multiple supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Checkpoint monitoring scheduled quarterly with outside technical assistance	Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider	Quarterly – 2016-17 school year	SIG grant funding	*LEA and, SEA supports school with ongoing, intensive technical assistance and support*

SUSTAINABILITY Culture Goal - Year 4

By the 2017-18 school year, River Valley Middle School will demonstrate systemic implementation of school improvement principles through the evaluation of school leadership, teachers, professional development, school climate, and families. Targeted evaluation tools include, but are not limited to: RISE Evaluation of Principals and Teachers, Comprehensive Professional Development Evaluation Tool, and Greater Clark County School's District Survey.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
Principal is replaced with one that has evidence of a proven track record. Greater Clark County Schools' Principal Effectiveness Rubric completed and analyzed for goal setting and support plan.	Superintendent Asst. Superintendent	2017-18 school year	No grant budget required.	*Replace the principal who led the school prior to implementing the model*

Evaluation systems for principal and teachers includes multiple assessments aligned to student academic growth. Evaluation systems are developed with teachers' and principal involvement. All teachers complete Greater Clark County Schools' Teacher Effectiveness Rubric self-assessment. Professional development sessions provided to support needs identified through teacher self-assessments. Complete RISE evaluations on staff. (Quarterly 60-100 minutes per staff member) Review Teacher Effectiveness Rubric results with achievement data from ISTEP+, ACT, Acuity, STAR data.	Principal Asst. Principal Asst. Superintendent	2017-18 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Use evaluation systems for teachers and principals that consider student growth and assessments; develop with teacher/principal involvement*
Rewards for school leaders, teachers and staff implementing this model have been determined using tools and rubrics that are data driven and reflect an increase in student achievement or high school graduation rates. ***The awards correspond to effective practices of retaining teachers such as improving working conditions, increasing financial compensation, and/or providing job promotions as identified by staff through a survey or needs assessment.*** ***Provides a comprehensive, effective, and logical process for assisting teachers (e.g., providing additional professional, mentoring) who are not improving student learning or graduation rates;***	Principal Asst. Principal Asst. Superintendent Executive Director	2017-18 school year	District purchase of RANDA tower evaluation software. District purchase of Pivot Data Warehouse.	*Reward school leaders, teachers, staff who, in implementing this model, increased student achievement or high school graduation rates; remove those who, after professional development, have not*

plan must provide an implementation timeline and pathways for improvement or release. Provide leadership opportunity and stipends to those teachers who have been rated as HE or E on the Greater Clark County Schools' Teacher Effectiveness Rubric AND have demonstrated student achievement growth through ISTEP+, ACT, Acuity and/or STAR assessments.				
Topics of professional development are determined by SIG goals, needs assessments, and other data points; professional development is differentiated by teacher need. ***Professional development is conducted weekly through job-embedded opportunities at the school.*** ***Professional development includes vertical and horizontal collaboration, coaching and mentoring, data analysis, and determining appropriate curriculum and instruction.*** Implement Instructional Teachers' College providing 24 hours of training in the Framework for Intentional Targeted Teaching. Implement year-long Period 0 professional development calendar that supports data analysis, responsive instructional planning, and implementation of	Principal Asst. Principal Asst. Superintendent Executive Director	2017-18 school year	SIG grant funding of FITT training. District funded Period 0	*Provide high quality, job-embedded professional development*

the FITT framework.				
Recruitment and retention of staff includes at least three strategies known to be effective, such as improving working conditions, providing higher salaries, and offering job promotions. ***Mentors and/or coaches are provided for all staff.*** Utilize District Leadership Academy to recruit and place new staff at River Valley Middle School. Provide leadership stipends for teacher leaders to serve on Building Leadership Team and/or Professional Development team members.	Principal Asst. Principal Asst. Superintendent Executive Director	2017-18 school year	District funding of Leadership Academy Title I leadership stipends	*Implement strategies to recruit, place, and retain staff (financial incentives, promotion, career growth, flexible work time)*
Provides increased, intentional learning time driven by student data indicated for all students and staff. ***Time is of extensive length (at least 300 hours) to potentially increase learning.*** Implement After School Learning Labs 2x / week with transportation	Principal Asst. Principal	2017-18 school year	SIG grant funding of late busses to provide transportation or students requiring additional learning time.	*Provide increased learning time for students and staff*
LEA conducts a comprehensive, community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community that could be aligned, integrated, and coordinated to	Principal Asst. Principal	2017-18 school year	District funding for teacher additional time for afterschool conferences.	*Provide mechanisms for family and community engagement*

address these challenges. Student-led conferences provided 2x annually Family literacy night (including technology literacy) provided 2x annually				
LEA provides a comprehensive documents or plan that indicates areas that will grant significant operational decisions to the school School driven master schedule to determine staffing needs.	Superintendent Asst. Superintendent Principal Asst. Principal	2017-18 school year	District funding of staffing at a 1:28 PTR	*Give the school sufficient operational flexibility (staffing, calendars/time, budgeting)*
Multiple supports detailed; support occurs throughout the year. ***Multiple supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school*** Checkpoint monitoring scheduled quarterly with outside technical assistance	Principal Asst. Principal Asst. Superintendent Exec. Director Tech Asst. Provider	Quarterly – 2017-18 school year	SIG grant funding	*LEA and, SEA supports school with ongoing, intensive technical assistance and support*

SMART Academic Goal - Year 1				
ELA Academic Goal By Spring, 2015, 75% of River Valley Middle School students will pass English/Language Arts as measured by ISTEP+		Math Academic Goal By Spring, 2015, 80% of River Valley Middle School students will pass Mathematics as measured by ISTEP+		Other Academic Goal (optional)
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Transformation Principles**
LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program. ***LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.*** Corporation Assessment schedule includes state, corporation, and school-based assessments. State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.	Principal Asst. Principal Asst. Superintendent Exec. Director	Attached Assessment Schedule	District funding of STAR assessment State funding of Acuity	*Use data to implement an aligned instructional program*
Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions. ***Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.*** 2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning	Principal Asst. Principal	Professional Development Calendar attached	District funding of Period 0 Title II funding of professional development leaders	*Promote the use of data to inform and differentiated instruction*

that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.				
Multiple academic supports detailed; support occurs throughout the year. ***Multiple academic supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider. DOE outreach coordinator provides onsite monitoring 2x annually. Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation. Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.	Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider	Monitoring Calendar attached	SIG grant funding of technical assistance provider	*LEA and, SEA supports school with ongoing, intensive technical assistance and support.*

SMART Academic Goal - Year 2				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Transformation Principles**
LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program. ***LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.*** Corporation Assessment schedule includes state, corporation, and school-based assessments. State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.	Principal Asst. Principal Asst. Superintendent Exec. Director	Attached Assessment Schedule	District funding of STAR assessment State funding of Acuity	*Use data to implement an aligned instructional program*
Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions. ***Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.*** 2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to	Principal Asst. Principal	Professional Development Calendar attached	District funding of Period 0 Title II funding of professional development leaders	*Promote the use of data to inform and differentiated instruction*

assessment analysis findings.				
Multiple academic supports detailed; support occurs throughout the year. ***Multiple academic supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider. DOE outreach coordinator provides onsite-monitoring 2x annually. Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation. Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.	Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider	Monitoring Calendar attached	SIG grant funding of technical assistance provider	*LEA and, SEA supports school with ongoing, intensive technical assistance and support.*

SMART Academic Goal - Year 3				
Action Steps	**Person(s) Responsible**	**Timeline**	**Budgeted Items**	**Transformation Principles**
LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program. ***LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.*** Corporation Assessment schedule includes state, corporation, and school-based assessments. State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.	Principal Asst. Principal Asst. Superintendent Exec. Director	Attached Assessment Schedule	District funding of STAR assessment State funding of Acuity	*Use data to implement an aligned instructional program*
Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions. ***Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.*** 2x/week Period 0 job-embedded professional development sessions reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to	Principal Asst. Principal	Professional Development Calendar attached	District funding of Period 0 Title II funding of professional development leaders	*Promote the use of data to inform and differentiated instruction*

assessment analysis findings.				
Multiple academic supports detailed; support occurs throughout the year. ***Multiple academic supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider. DOE outreach coordinator provides onsite-monitoring 2x annually. Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation. Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.	Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider	Monitoring Calendar attached	SIG grant funding of technical assistance provider	*LEA and, SEA supports school with ongoing, intensive technical assistance and support.*

SUSTAINABILITY Academic Goal - Year 4

By the 2017-18 school year, River Valley Middle School will achieve an "A" rating in the Indiana Department of Education's Accountability model with students achieving at or above 90% in both English/Language Arts and Mathematics on approved state assessments.

Action Steps	Person(s) Responsible	Timeline	Partnerships	Transformation Principles
LEA provides multiple assessments and data points through technology-based resources for the school to align its instructional program. ***LEA provides intensive and ongoing professional development in conducting and using assessment results to inform instructional decision making throughout the year.*** Corporation Assessment schedule includes state, corporation, and school-based assessments. State assessments = ISTEP+ Corporation assessments = STAR, Acuity School assessments = Common formative learning checks 4x/quarter aligned to district pacing guide.	Principal Asst. Principal Asst. Superintendent Exec. Director	Attached Assessment Schedule	District funding of STAR assessment State funding of Acuity	*Use data to implement an aligned instructional program*
Provides frequent structured time (e.g., weekly) for teachers to collaborate and analyze student data and make instructional decisions. ***Provides extended, job-embedded professional development that includes observation and coaching to increase knowledge of differentiated instruction.*** 2x/week Period 0 job-embedded professional development sessions	Principal Asst. Principal	Professional Development Calendar attached	District funding of Period 0 Title II funding of professional development leaders	*Promote the use of data to inform and differentiated instruction*

reflect facilitated, collaborative planning that includes assessment data analysis and adjusted instructional planning in response to assessment analysis findings.				
Multiple academic supports detailed; support occurs throughout the year. ***Multiple academic supports for both teachers and principals are in place.*** ***Provided by external, experienced leaders in change and in the school model.*** Onsite monitoring reviews occur quarterly with Superintendent, Asst. Superintendent, and Technical Assistance provider. DOE outreach coordinator provides onsite-monitoring 2x annually. Principal and Asst. Principal utilize classroom walkthroughs on weekly basis to provide feedback regarding strategy implementation. Peer walkthrough teams utilized monthly to provide models of strategy implementation and professional dialogue regarding understandings of strategy implementation.	Superintendent Asst. Superintendent Principal Asst. Principal Exec. Director Tech Assist Provider	Monitoring Calendar attached	SIG grant funding of technical assistance provider	*LEA and, SEA supports school with ongoing, intensive technical assistance and support.*

Greater Clark County Schools
BRIDGING EXCELLENCE & OPPORTUNITIES

Amy C. Schellenberg | Executive Director for Educational Services
Administration Building | 2112 Utica-Sellersburg Road | Jeffersonville, IN 47130
812.288.4802 ext. 337 | aschellenberg@gcs.k12.in.us

1003g School Improvement Grant Overview

Greater Clark County Schools finds itself in the unusual position of having three identified Priority Schools: River Valley Middle School, Parkview Middle School and Northaven Elementary. This situation has resulted in serious reflection of and adjustment to the continuous improvement model utilized by the corporation.

Our schools have a significant track record of showing growth and improvement. The grant applications are seeking support of the following transformational activities:

1. Provide enhanced leadership through rigorous training on improving Tier 1 core instruction (ASCD's FIT Training / Monitoring Technical Assistance)
2. Provide teacher training focused on improving Tier 1 core instruction through the creation of a Teachers' College with 24 hours of coursework and an additional 36 hours of job-embedded professional development support (ASCD's FIT Training / Instructional Coach / Monitoring Technical Assistance)
3. Provide instructional coaching through the addition of 1 FTE coach to assist with implementation of FIT framework and improve classroom implementation of corporation's 1:1 technology project.
4. Increase classroom supplies / equipment to provide multiplatform and multi-genre environment to increase student engagement and relevancy.
5. Provide late bus service to establish a "No Excuse" environment for students requiring additional time to meet proficiency.
6. Provide outside technical assistance support, monitoring and evaluation of grant implementation.

Greater Clark County Schools has successfully implemented competitive grant awards before (Reading First, Innovation Grants) and we are committed to successfully implementing the 1003g School Improvement Grant with significant results.

Student Achievement Plan
2013 - 2014

Michael Denny, Principal

Jessica Broady, Assistant Principal

River Valley Middle School

2220 Veteran's Parkway – Jeffersonville, IN 47130 / 812-288-4848

School Name: **River Valley Middle School**

Corporation: **1010 Greater Clark County Schools**

Approved By: W. Michael Denny
(Principal Signature)

Date: February 4, 2014
(Month, day, year)

Approved By:
(Superintendent Signature)

Andrew T. Melin
Superintendent Name

Root Cause Analysis Priority Area for Improvement – PAI #_1___

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I.	PAI Focus	*(Select One)* _X_Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
II.	Subject	*(Select One)* ___Math _X_English/Language Arts ___English 10 ___Algebra I
III.	Grade(s)	6,7,8
IV.	Subgroup or Improvement Focus	*(Select One)* _X_Bottom 25% (Elementary and Middle School only) ___Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
V.	Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	Inconsistent trend data over 3 years. Student overall proficiency was 66.7% Overall proficiency should be above "D" level. To move Proficiency to 75%, the overall score must improve by 8.3% Subgroup (bottom 25%) must increase growth by 21%
VI.	Root Cause of PAI – The Most Important WHY? *(For example, "In 2008, our school discontinued a English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."*	Inconsistent implementation and monitoring of instructional strategies is noted as a critical root cause. Staff changes and different levels of understanding of strategy implementation are causing inconsistency in scores.

Root Cause Analysis Priority Area for Improvement – PAI #__2___

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I.	PAI Focus	*(Select One)* _X_Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
II.	Subject	*(Select One)* ___Math _X_English/Language Arts ___English 10 ___Algebra I
III.	Grade(s)	6,7,8
IV.	Subgroup or Improvement Focus	*(Select One)* ___Bottom 25% (Elementary and Middle School only) _X_Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
V.	Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	Inconsistent trend data over 3 years. Student overall proficiency was 66.7% Overall proficiency should be above "D" level. To move proficiency to 75%, the overall score must improve by 8.3% Subgroup (top75%) must increase growth by 13%.
VI.	Root Cause of PAI – The Most Important WHY? *(For example, "In 2008, our school discontinued a English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."*	Inconsistent implementation and monitoring of instructional strategies is noted as a critical root cause. Staff changes and different levels of understanding of strategy implementation are causing inconsistency in scores.

Root Cause Analysis Priority Area for Improvement – PAI #__3__

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I. PAI Focus	*(Select One)* _X_Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
II. Subject	*(Select One)* _X_Math ___English/Language Arts ___English 10 ___Algebra I
III. Grade(s)	6,7,8
IV. Subgroup or Improvement Focus	*(Select One)* ___Bottom 25% (Elementary and Middle School only) _X_Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
V. Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	Inconsistent trend data over 3 years. Student overall proficiency was 75.5% Overall proficiency should be above "C" level. To move proficiency to 80%, the overall score must improve by 4.7%.
VI. Root Cause of PAI – The Most Important WHY? *(For example, "In 2008, our school discontinued a English/Language Arts Intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program."*	Inconsistent implementation and monitoring of instructional strategies is noted as a critical root cause. Staff changes and different levels of understanding of strategy implementation are causing inconsistency in scores.

Root Cause Analysis Priority Area for Improvement – PAI #__4__

Using the provided 2012-2013 student data on the school's A-F Report Card, identify a PAI based on low levels of student proficiency or growth, low graduation rates, or low College and Career Readiness indicators (*You should have two or three PAI's in total*).

I.	PAI Focus	*(Select One)* _X_Student Proficiency (Pass Rate) ___Student Growth ___Graduation Rate ___College and Career Readiness
II.	Subject	*(Select One)* _X_Math ___English/Language Arts ___English 10 ___Algebra I
III.	Grade(s)	6,7,8
IV.	Subgroup or Improvement Focus	*(Select One)* _X_Bottom 25% (Elementary and Middle School only) ___Top 75% (Elementary and Middle School only) ___Improvement from 8th to 10th Grade (High School only) ___Improvement from 10th to 12th Grade (High School only)
V.	Description of PAI – What Do We Notice as THE PROBLEM? *(For example, "Data shows an overall negative trend in English/Language Arts performance over the past 4 years. In order to earn above a 'D' for this subject area, student proficiency will have to increase 13%. Increasing the performance of all students in grades 3 through 8 will also increase the overall performance of the bottom 25%")*	Inconsistent trend data over 3 years. Student overall proficiency was 75.5% Overall proficiency should be above "C" level. To move proficiency to 80%, the overall score must improve by 4.7%.
VI.	Root Cause of PAI – The Most Important WHY? *(For example, "In 2008, our school discontinued a English/Language Arts intervention program and redirected it towards the purchase of technology. Although we have been able to use technology to enrich learning, our students' proficiency in E/LA has decreased since the end of the intervention program. The absence of the intervention program is the only major change in our E/LA program since the scores started to decline. Thus, we believe that the root cause of PAI 1 is the absence of an effective E/LA intervention program.")*	Inconsistent implementation and monitoring of instructional strategies is noted as a critical root cause. Staff changes and different levels of understanding of strategy implementation are causing inconsistency in scores.

Developing SMART Goals

Creating S.M.A.R.T. Goals

Specific
Measurable
Attainable
Realistic (or Results Oriented)
Timely

Specific: A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal you must answer the six "W" questions:
*Who: Who is involved?
*What: What do I want to accomplish?
*Where: Identify a location.
*When: Establish a time frame.
*Which: Identify requirements and constraints.
*Why: Specific reasons, purpose or benefits of accomplishing the goal.
EXAMPLE: A general goal would be, "Get in shape." But a specific goal would say, "Join a health club and workout 3 days a week."

Measurable: Establish concrete criteria for measuring progress toward the attainment of each goal you set.
When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.
To determine if your goal is measurable, ask questions such as.....
How much? How many? How will I know when it is accomplished?

Attainable: When you identify goals that are most important to you, you begin to figure out ways you can make them come true. You develop the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to bring yourself closer to the achievement of your goals.
You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them. When you list your goals you build your self-image. You see yourself as worthy of these goals, and develop the traits and personality that allow you to possess them.

Realistic/Results Oriented: To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work. A goal can be both high and realistic; you are the only one who can decide just how high your goal should be. But be sure that every goal represents substantial progress.
A high goal is frequently easier to reach than a low one because a low goal exerts low motivational force. Some of the hardest jobs you ever accomplished actually seem easy simply because they were a labor of love.

Timely: A goal should be grounded within a time frame. With no time frame tied to it there's no sense of urgency. If you want to lose 10 lbs., when do you want to lose it by? "Someday" won't work. But if you anchor it within a timeframe, "by May 1st", then you've set your unconscious mind into motion to begin working on the goal.
Your goal is probably realistic if you truly *believe* that it can be accomplished. Additional ways to know if your goal is realistic is to determine if you have accomplished anything similar in the past or ask yourself what conditions would have to exist to accomplish this goal.
T can also stand for Tangible – A goal is tangible when you can experience it with one of the senses, that is, taste, touch, smell, sight or hearing. When your goal is tangible you have a better chance of making it specific and measurable and thus attainable.

DATA

A-F Accountability Report Card

2013 Elementary/Middle School Model-Student Report

Greater Clark County Schools (1010)

River Valley Middle School (0883)

Overall Grade

D - 1.00 Points (maximum 4.0)

Summary Data

English/Language Arts 0.50 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	531	39	121	331	187	668
Denominator	796	178	528	706	187	668
Percent	66.7%	21.9%	22.9%	46.9%	100.0%	100.0%
Grade Points	1.50	0.00	0.00	-1.00	0.00	0.00

Math 1.50 Points

	Performance	Bottom 25% with High Growth	Top 75% with High Growth	Overall Group with Low Growth	Bottom 25% Participation	All Remaining Participation
Numerator	606	41	80	368	187	674
Denominator	799	179	528	707	187	674
Percent	75.8%	22.9%	15.2%	52.1%	100.0%	100.0%
Grade Points	2.50	0.00	0.00	-1.00	0.00	0.00

TREND DATA

Three - Year Data	State	District	School Data		
ISTEP	2012-13	2012-13	2010-11	2011-12	2012-13
% of Students Passing ELA section of ISTEP+	79.5%	77%	67.3%	67.1%	65.2%
% of Students Pass+ ELA section of ISTEP+	17.1%	13.3%	14.8%	13.6%	12.9%
% of Students Passing Math section of ISTEP+	83%	80.2%	71.7%	73.4%	74.3%
% of Students Pass+ Math section of ISTEP+	27%	22.2%	17.4%	16%	15.4%
Three - Year Data	**State**	**District**	**School Data**		
Growth Model	**2012-13**	**2012-13**	**2010-11**	**2011-12**	**2012-13**
Growth Model ELA Performance		78.2%		67.8%	66.7%
% of Students in Bottom 25% at High Growth-ELA		29.9%		21.7%	21.9%
% of Students in Top 75% at High Growth-ELA		30.9%		28.5%	22.9%
Overall Group with Low Growth-ELA		38.4%		42.4%	46.9%
Growth Model Math Performance		80.6%		74.4%	75.8%
% of Students in Bottom 25% at High Growth-Math		37.1%		36.5%	22.9%
% of Students in Top 75% at High Growth-Math		30.9%		25.8%	15.2%
Overall Group with Low Growth-Math		36.4%		36.5%	52.1%

SMART GOALS

Academic Achievement Goals:

1. *Example:* By May 2014, ___School will raise 3rd grade reading proficiency by 5% (75% Prof./Advanced to 80% Prof./Advanced) as measured by _____.
2. *Example:* By May 2014, ___School will raise 5th grade math proficiency by 4% (79% Prof./Advanced to 83% Prof./Advanced) as measured by_____.

Goal 1

By the year 2014, 75% of River Valley Middle School students will pass English/Language Arts as measured by ISTEP/IMAST/ISTAR.

Benchmarks

By Spring, 2014,42.5% of students in the Bottom 25% subgroup will show High Growth in ELA as measured by ISTEP/IMAST/ISTAR.

By Spring, 2014, 36.2% of students in the Top 75% subgroup will show High Growth in ELA as measured by ISTEP/IMAST/ISTAR.

Goal 2

By the year 2014, 80% of River Valley Middle School students will pass Mathematics as measured by ISTEP/IMAST/ISTAR.

Benchmarks

By Spring, 2014, 44.9% of students in the Bottom 25% subgroup will show High Growth in Mathematics as measured by ISTEP/IMAST/ISTAR.

By Spring, 2014, 39.2% of students in the Top 75% subgroup will show High Growth in Mathematics as measured by ISTEP/IMAST/ISTAR.

TURNAROUND PRINCIPLE #1: SCHOOL LEADERSHIP

Ensure that the principal has the ability to lead the turnaround effort. Under the definition of "turnaround principles" in the document titled ESEA flexibility, an LEA that has reviewed the performance of the current principal in a priority school and determined that it would like to retain that principal to lead the turnaround effort must "demonstrate to the SEA that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort" The SEA has the responsibility of ensuring that an LEA has either made this demonstration or replaced the principal for each priority school that is implementing interventions aligned with the turnaround principles.

Strategies must be included for the following:

- Principal must be provided with operational flexibility in the areas of scheduling, staff, curriculum, and budget
- The principal uses data to establish a coherent vision that is understood and supported by the entire school community
- The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
- The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
- The principal communicates high expectations to staff, students and families, and supports students to achieve them.
- The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
- The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
- The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
- The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
- The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
- The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	The corporation redesigned Middle School programming for the 13-14 school year. Time was added to the ELA and Math classes to create 80 minute periods. Teachers have collaborative planning on a daily basis along with personal planning minutes.	Principal Asst. Principal Teachers Central Office	August 1- January 3, 2014	Master Schedule	ongoing
1,2,3,4	Building Leadership Team meets bi-weekly on Tuesday afternoons to develop professional learning sessions and analyze/review school-wide data and determine program adjustments.	Principal Asst. Principal Building Leadership Team	August 1 – January 3, 2014	Meeting Record Forms Agendas	ongoing
1,2,3,4	ELA, Math, Science, & Social Studies teachers meet twice weekly in facilitated sessions to collaborate and plan	Principal Asst. Principal Teachers	August 1 – January 3, 2014	Meeting Record Forms	ongoing

	consistent instruction around the corporation's CCSS pacing guide. Common assessments are administered at the end of each module.				
1,2,3,4	Daily walkthroughs are completed by the Principal and the Assistant Principal with data collected and reviewed during collaborative planning sessions. Annual evaluations are completed with 3-4 visits to classrooms totaling 60-100 minutes minimum.	Principal Asst. Principal	January 6 – June 3, 2014	Walkthrough Data	Ongoing
1,2,3,4	Data analysis of students' formative and summative assessment results is completed regularly during facilitated collaborative planning.	Principal Asst. Principal Teachers	August 1 – June 3, 2014	Data Analysis Forms	
1,2,3,4	School's mission and vision is updated annually with stakeholder input.	Principal Asst. Principal Teachers	SIP	SIP Posted Mission Vision	Complete
1,2,3,4	Weekly communication to staff serves as reminder regarding school goals. Newsletter – Announcements	Principal Asst. Principal Teachers	February 1 – June 3, 2014	Weekly Newsletter	Ongoing
1,2,3,4	Annual review of student data guides decision making re: staff placements and course assignments.	Principal Asst. Principal Teachers	May 31, 2014	Staffing Plan Master Schedule	Pending

TURNAROUND PRINCIPLE #2: SCHOOL CLIMATE AND CULTURE

Establish a school environment that supports the social, emotional, and learning needs of all students. To determine which non-academic services or activities will be appropriate and useful under this principle, an LEA should examine the needs of students in a priority school. Based on the results of that examination, an LEA might choose to carry out a number of activities to address emotional, and health needs; implementing approaches that improve school climate and discipline such as implementing a system of positive behavioral interventions and supports or taking steps to eliminate bullying and student harassment; or initiating a community stability program to reduce the mobility rate of students in the school.

Strategies must be included for the following:

- The school community supports a safe, orderly and equitable learning environment.
- The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
- High expectations* are communicated to staff, students and families; students are supported to achieve them.

*Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	The RVMS facility and personnel establish norms to promote the social-emotional and physical security of students. Norms communicate to students and stakeholders important information regarding the school. • School calendar and website will be regularly updated to clearly communicate upcoming events to students, parents, and faculty. • Directional signs will be incorporated for lower and upper level hallways and name plate / signs outside each teacher's room will be installed. • School announcements will be made through a River Valley MyBigCampus groups and will be shared at the start of IMPACT period each day.	Principal Asst. Principal	February 1 – June 3, 2014	Updated school calendar School website Installation of directional signs	Pending
1,2,3,4	RVMS promotes academic and personal growth of students. • Update the parent newsletter and deliver via website bi-weekly. • Designate one visible location in the building to recognize any and all success of students. • PBIS system is implemented by all staff and reviewed with all classes quarterly (at minimum).	Principal Asst. Principal	February 1 – June 3, 2014	Developed bulletin board Staff assignment list "Valley View" newsletter emailed to staff by Sunday for upcoming week.	Pending
1,2,3,4	RVMS communicates high expectations for students. • Curricular responsibilities are communicated to staff b y sharing intervention assignments. • Staff newsletter will be available to staff via email by Sunday. Staff will be responsible for knowing upcoming events. • Students check Powerschool on Mondays to monitor progress. • Study Group – Book Study	Principal Asst. Principal	February 1 – June 3, 2014	Newsletter MRF	Pending

TURNAROUND PRINCIPLE #3: EFFECTIVE INSTRUCTION

Ensure that teachers utilize research-based, rigorous and effective instruction to meet the needs of all students and aligned with State Standards. As part of meeting the turnaround principle regarding strengthening the school's instructional program based on student needs, and LEA may choose to improve the school's kindergarten or preschool program so that it is research-based, rigorous, and aligned with State Standards.

Strategies must be included for the following:

- Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
- Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
- Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
- Teachers demonstrate necessary content knowledge.
- Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
- Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	Teachers post lesson purpose on board in student-friendly language and orally review at the start of every lesson. Teachers follow core instructional framework to allow for implementation of multiple strategies and instructional tools. Relevancy is communicated through the use of WALT and WILT statements.	Teachers	Feb 1 – June 3	Posted in classroom	Pending
1,2,3,4	An instructional framework for core content areas (ELA, Math, SS SC) is utilized (Framework Attached) Is communicated and monitored.	Teachers	Feb 1 – June 3		Pending
1,2,3,4	Teachers use frequent checks for understanding throughout each lesson. Teachers provide multiple check and sees or exit slips multiple times throughout two or three week instructional module.	Teachers	Feb 1 – June 3	Walkthrough	Pending
1,2,3,4	Teachers demonstrate content knowledge through the development of Learning and Assessment Rubrics for each two or three week instructional module. Rigor - DOK	Teachers	Feb 1 – June 3	LARs	Pending
1,2,3,4	Teachers demonstrate the use of data collection to improve student achievement. Teachers collect data and analyze data after each goal clarity assessment, or standardized testing assessment. Data is analyzed to determine student progress in order to determine the next step. Data is compared among the grade level and discussed after each major assessment. Data is also shared with parents via conferences, notes home, and progress reports.	Teachers	Aug 1 – June 3	Data Binders	Ongoing
1,2,3,4	Teachers hold high expectations for all students. Teachers and students collaboratively track their progress. Students are aware of their grades, reading levels, STAR and Acuity scores and are recognized in the classroom and within the school for successes and growth.	Teachers	Jan 6 – June 3		Ongoing
1,2,3,4	Teachers will review daily instructional structures and routines to enhance outcomes and engagement and provide students with consistency for optimal student learning. Instructional expectations required to be inherent in the practice of teaching at RVMS.	Teachers	Feb 1 – June 3		Pending

TURNAROUND PRINCIPLE #4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM

Ensure that teachers have the foundational documents and instructional materials needed to teach to the rigorous college- and career-ready standards.

Strategies must be included for the following:

- The district or school curriculum is aligned with the Common Core Ready State Standards (CCRSS).
- Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the "taught" curriculum.
- The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
- Instructional materials and resources are aligned to the standards-based curriculum documents.
- An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	Teachers collaborate weekly to develop Learning and Assessment Rubrics (LAR's) and Goal Clarity Windows as the foundation for Language Arts and Math instruction and all other courses... to ensure rigor	Principal Asst. Principal Teachers	August 1 – June 3	weekly meeting documented in My Big Campus MRF	Ongoing
1,2,3,4	Goal Clarity Window assessment data is collected by principal and submitted to administration.	Principal Asst. Principal Teachers	August 1 – June 3 2 -3 weeks	data dashboard, submitted data sheets, notes from data analysis meetings, MRF Data	Ongoing
1,2,3,4	Principal and teachers will conduct weekly walkthroughs looking for student Rigor, Relevance, and Engagement	Principal Asst. Principal Teachers	January 6 – June 3	weekly walkthrough checklists, posted student objectives as well as take aways (something you walk away with to use in your classroom)	Ongoing
1,2,3,4	STAR assessments and Acuity are standards-based formative assessments given according to a district-wide assessment calendar to monitor student growth in language arts and math.	Principal Asst. Principal Teachers	August 1 – June 3	assessment calendar, student data cards/data dashboard	Ongoing
1,2,3,4	All students are included in purposeful and intentional IMPACT intervention or enrichment group.	Principal Asst. Principal Teachers	August 1 – June 3	analyze student data data dashboard	Ongoing
1,2,3,4	Read 180 is used as Tier 2 and Tier 3 interventions	Principal Teachers	August 1 – June 3	lexile score	Ongoing
1,2,3,4	Acuity instructional resources serve as the core of Tier 1 intervention	Principal Asst. Principal Teacher	August 1 – June 3	scores from the Acuity assignments Weekly Report	Ongoing
1,2,3,4	Student check Powerschool on weekly basis during IMPACT period	Teacher	February 1 – June 3	Powerschool Reports	Pending

TURNAROUND PRINCIPLE #5: EFFECTIVE STAFFING PRACTICES

Develop skills to better recruit, retain and develop effective teachers.

Strategies must be included for the following:

- Hiring timelines and processes allow the school to competitively recruit effective teachers.
- School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
- Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
- Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	Hiring timeline for River Valley follows district staffing protocol which allows for postings and hirings to occur in early spring.	Principal Asst. Principal Central Office	March 1 – May 31	Corporation Staffing Timeline	Set to begin
1,2,3,4	College job fairs attended with representative from River Valley to recruit high-quality teachers.	Principal Asst. Principal Central Office	March 1 – June 30	Travel Report	ongoing
1,2,3,4	Teacher Effectiveness Rubric utilized by administration to evaluate teachers 3-4 times annually. Data is reviewed quarterly to determine adjustments to professional development calendars.	Principal Asst. Principal	August 1 – June 3	Summary Data	ongoing
1,2,3,4	Data is used to drive the planning and implementation of professional development plan for both the full staff and targeted groups. Teachers engage in 30 minute "Period 0" professional development opportunities three times per week. Daily common planning is provided for ELA and Math teachers.	Principal Asst. Principal Building Leadership Team	August 1 – June 3 3 x weekly	Meeting Record Forms Data Dashboard	ongoing
1,2,3,4	Daily walkthroughs are completed by the Principal and the Assistant Principal with data collected and reviewed during collaborative planning sessions. Annual evaluations are completed with 3-4 visits to classrooms totaling 60-100 minutes minimum.	Principal Asst. Principal	January 6 – June 3, 2014	Walkthrough Data	Ongoing
1,2,3,4	Annual review of student data guides decision making re: staff placements and course assignments.	Principal Asst. Principal Teachers	May 31, 2014	Staffing Plan Master Schedule	Pending

TURNAROUND PRINCIPLE #6: ENABLING THE EFFECTIVE USE OF DATA

Ensure the school-wide use of data focused on improving teaching and learning. Examples of data that an LEA may consider include: student outcome data, such as student achievement data, graduation rates, dropout rates, student attendance rates, percentage of students completing advanced coursework, discipline incidents, truants, distribution of teachers by performance level on the LEA's teacher evaluation and support system, and teacher attendance rate. An LEA may also wish to examine the results of formative or interim assessments to help improve classroom instruction.

Strategies must be included for the following:

- Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
- Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
- A specific schedule and process for the analysis of on-going formative assessment data tied to the CCRSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	Utilize data from Acuity, Star, ISTEP, GCW's. This should take place during the grade level collaboration meetings. A data/collaboration room to have weekly meetings to develop strategies for teaching. Assistant Principal will be monitoring the sessions and will follow through with checking that the strategies are being implemented.	Principal Asst. Principal Teachers	August 1 – June 3 2x weekly	biweekly meetings to discuss instructional planning based on data. MRF	ongoing
1,2,3,4	Analyze ISTEP data to effectively place students in purposeful groups intended for growth. Instructional day is planned based off student strengths and weaknesses. Teaching strategies are addressed based off previous year data.	Principal Asst. Principal Teachers	Quarterly Reviews	to be analyzed as soon as results are available Analysis Forms	ongoing
1,2,3,4	Analyze Acuity data to identify areas of remediation focusing on individual student deficits. Effectively utilizing strategies to reteach skills indicated.	Principal Asst. Principal Teachers	September February	to be analyzed immediately following the acuity test Analysis Forms	ongoing
1,2,3,4	Utilize STAR scores to understand which students are reading at, above or below grade level. STAR assessment reports and instructional planning reports analyzed to strategically group students based off of deficit skills. Skill deficits drive daily review instructional content	Principal Asst. Principal Teachers	August January May	discussed every three weeks with the impact intervention team Analysis Forms	ongoing
1,2,3,4	Utilizing GCW data to understand what skills and standards are necessary to be re-taught. Independent study assigned based off of data in order to allow for student growth	Principal Asst. Principal Teachers	2-3 weeks August 1 – June 3	bi-weekly meetings with Jessica Broady to discuss instructional planning based on data Analysis Forms	ongoing
1,2,3,4	Analyze SWIS data to address behavioral issues.	Principal Asst. Principal Teachers	Quarterly	Analysis Forms	ongoing

TURNAROUND PRINCIPLE #7: EFFECTIVE USE OF TIME

Redesign time to better meet student and teacher learning needs and increase teacher collaboration focusing on improving teaching and learning. An LEA has flexibility in determining how to meet the turnaround principle regarding redesigning the school day, week, or year in a priority school. An LEA should examine the current use of time in the school and redesign the school day, week, or year based on the particular needs of the school. For example, an LEA may choose to add time to the school day or add days to the school year. However, an LEA is not required to add time; it may also redesign the school day by for example, moving to block scheduling to reduce transition time between classes and increase instructional time.

Strategies must be included for the following:

- The master schedule is clearly designed and structured to meet the needs of all students.
- The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.
- The master schedule is clearly structured and designed to meet the professional development needs of staff.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	Extended time is provided daily in the schedule for language arts and mathematics.	Principal Asst. Principal	August 1 – June 3	Master Schedule	ongoing
1,2,3,4	30 minute intervention/enrichment period is provided for all students.	Principal Asst. Principal Academic Improvement Coordinators	August 1 – June 3	Intervention Plan	ongoing
1,2,3,4	30 minute professional development period contractually provided 3 days per week.	Principal Asst. Principal	August 1 – June 3	MRF PD Schedule	ongoing
1,2,3,4	Increased student day by 10 minutes	Central Office	2013-2014	Master Schedule	Completed
1,2,3,4	Fall and Spring Intersession	Central Office	2013-2014	Schedules, phone logs, data, lesson plans	Fall Completed Spring Pending
1,2,3,4	Read 180 provided for students below and well below grade level	Principal, Asst. Principal, AIC, SPED	2013-2014	Master Schedule	Completed

TURNAROUND PRINCIPLE #8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT

Increase academically focused family and community engagement. An LEA might conduct a community-wide assessment to identify the major factors that significantly affect the academic achievement of students in the school, including an inventory of the resources in the community and the school that could be aligned, integrated, and coordinated to address these challenges. An LEA might choose to establish organized parent groups, hold public meetings involving parents and community members to review school performance and help develop school improvement plans, use surveys to gauge parent and community satisfaction and support, implement complaint procedures for families, coordinate with local social and health service providers to help meet student and family needs, provide wraparound services for students, or provide parent education classes (including GED, adult literacy, and EL programs).

Strategies must be included for the following:

- Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students.
- Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

PAI Addressed	Interventions/Action Strategies	Driver	Timeline	Evidence	Status
1,2,3,4	School decision making based upon answers from specific student, parent, and teacher surveys. Teachers would assist in the development of parent and student surveys. Administrative staff would assist in the development of the teacher surveys.	Principal Asst. Principal Building Leadership Team Turnaround Committee	May 1 – June 3	Survey Results	pending
1,2,3,4	Student-Led Conferences to be conducted twice a year. Information and personal reflection to be compiled by student, and teachers will instruct students how to conduct a student-led conference. This is a revision of Parent/Teacher Conferences.	Principal Asst. Principal Teachers	Sept 2014 February 2015	Attendance Records	pending
1,2,3,4	Develop partnerships with local assets such as: public library, communities in school, YMCA, Mayors Office,	Principal Asst. Principal	February 2014	Written Agreement	pending
1,2,3,4	High school readiness by taking 8th students to Jeff High to shadow and experience various academic classes, student life, and extracurricular activities. Leadership assembly for 7th grade students at the end of the year. Assembly would be used to prepare 7th graders to be leaders of RVMS in the following year.	Principal Asst. Principal	April 2014	Student exit summary	pending
1,2,3,4	Utilize and increase PTO involvement.	Principal Asst. Principal	April 2014	Volunteer Sign in	pending

1,2,3,4	Strategic Planning (District)	Central Office	Semester Reviews	Strategic Plan Framework	Ongoing
1,2,3,4	Communities in Schools (CIS) After Care program for 6th grade students provides homework assistance and enrichment activities to selected students	Communities in Schools	2013-2014	Activities, agendas, calendars, brochures	Ongoing

Student Achievement Plan
SCHOOL: *River Valley Middle School*
DISTRICT: *Greater Clark County Schools*

Leadership Team Assignments
2013--2014
DATE: *February 1, 2014*

Student Achievement Plan (SAP)

8 TURNAROUND PRINCIPLES	TEAM MEMBERS ASSIGNED TO MONITOR PRINCIPLE
#1: SCHOOL LEADERSHIP	Michael Denny, Jessica Broady,
#2: SCHOOL CLIMATE AND CULTURE	Dawn Spyker, Sarah Detenber
#3: EFFECTIVE INSTRUCTION	Scott Endres, Lyndsay Combs, Jessica Gilbert-Moman
#4: CURRICULUM, ASSESSMENT, AND INTERVENTION SYSTEM	Lyndsay Combs, Kay Havens, Christa Hammack
#5: EFFECTIVE STAFFING PRACTICES	Michael Denny, Jessica Broady
#6: ENABLING THE EFFECTIVE USE OF DATA	Terry Ledbetter, Kay Havens, Christa Hammack
#7: EFFECTIVE USE OF TIME	Michael Denny, Steve Churchman
#8: EFFECTIVE FAMILY AND COMMUNITY ENGAGEMENT	Dawn Spyker, Steve Churchman, Terry Ledbetter

Team members will represent each of the 8 Turnaround Principles listed above.

At each Leadership Team meeting, 2 groups will provide progress updates and next steps for their assigned Turnaround Principle. As tasks are accomplished, they should be checked off in the "status" column of the Student Achievement Plan.

GOAL: Review the entire document each month – 2 Turnaround Principles at a time.

Visit Information	
Date:	March 6, 2014
Monitoring Visit:	March 5, 2014
District:	Greater Clark County Schools
School:	River Valley Middle School
IDOE Outreach Coordinator:	Rebecca Reeves

Site-Visit Observations and Interviews	
Classroom Observations	*Group Interview Responses*
I was able to visit 7 classrooms. I was very impressed by the teachers' and students' ability to focus on the teaching and learning in the open concept classrooms. In EVERY classroom, I observed: -student compliance -I CAN statements -technology being used In SOME classrooms, I observed: -student work displays -ALL students engaged in the learning -rigor and higher order thinking -many students disengaged and not on task -teacher led instruction -students working with a partner or small group, collaboration -rigor -high expectations for the students -standards and objectives posted -skills practice I did not observe: -differentiation -teachers referring to objectives orally during lesson	There have been many initiatives and changes that have taken place in this school year at River Valley. The staff members communicated that they felt supported by the district and the leadership in the building, although felt that there wasn't always an option to personally choose what they wanted to do because of the 2008 PD budget cuts. Also, they indicated that it was difficult to attend PD at the district building during the day because of the loss of instructional time with their students. The area that staff and leadership indicated as an area in need of improvement is **family and community engagement**. With the TP teams that are in place, they are hoping to get many thing started and improved to enhance their engagement with the school community. There has been feedback from parents that they do not feel very welcome in the building and when they call they are told there is not anything for them to help with at the time. Also, there is a lack of updated information on the website as far as events and happenings. This may be due to the new design and the miscommunication of who will be responsible for the updates. We discussed the open concept classrooms and, while the teachers have done well to adapt, the distraction for the effective teaching and learning is very apparent. The IMPACT time every morning is now more focused on individual student growth, with all students in a group based on their needs. The staff members all stated that they thought this was an important change that they are supporting because it allows for intentional teaching and a true focus on individual student success.

	The Core Class Structure (CCS) is very well received. The staff members like the idea that they know what is expected and that it provides consistency for the students in the classroom.

Suggested Action Steps
TP#1 -Continue to use walkthroughs and evaluation tool to support teacher effectiveness, coach and develop -Continue to provide clear communication with expectations for staff -Solicit reflections from staff to assist in building decisions
TP#2 -Continue to support staff with PD and time to reflect -Continue work to develop handbook and common behavior expectations with the staff -Create a "celebrate staff" committee (TP Team #2?) to find creative (free) ways to recognize and celebrate staff members -Continue to offer PD, book studies, etc. to help with the relationship building between staff and staff and staff students -Consider creative ways to display student work in the classrooms and building
TP#3 -Continue to review and support teachers with using and planning with the CCS. - Provide time and opportunities for reflection and "digging deeper" on PD topics -Encourage and offer support for teachers to use differentiation in their classrooms to engage all learners at their level
TP#4 -Use the flexibility that you will have next year to develop your assessments for the GCW in order to assess and use the data more effectively
TP#5 -Continue to use walkthroughs and evaluation tool to support teacher effectiveness, coach and develop
TP#6 -Continue to dig into data and encourage teachers to look at their own assessments specific student data to plan for differentiated activities in the classroom
TP#7 -Continue to use data to individualize student instruction and utilize the IMPACT time effectively -Continue focused and intentional planning with teachers
TP#8 -Use the data from your school climate survey to prioritize focus your efforts on areas of most need

-Create a parent committee (different from the PTO) to offer feedback and ideas for building engagement
-Create a student committee to think of ways to engage the community and families
-Assign a "webmaster" to put pertinent information and daily updates on the web page

Resources

marooneyfoundation.org – great resources for use with teachers to dig into data.
**Be sure to use the Turnaround Principle Rubric as a resource for more information on how to effectively implement the indicators within each Turnaround Principle.

On-Site Monitoring Summary

River Valley Middle School

Turnaround Principle	*Rating*	*Evidence*
TURNAROUND PRINCIPLE 1: **School Leadership**	1 Ineffective 2 Improvement Necessary 3 Effective: Implemented With Fidelity 4 Highly Effective	-There have been many changes with the IMPACT time at the beginning of the day- The AP and AIC looked at the data for every student and individually scheduled each one into a group that focuses on skills needed to improve growth...the students are progress monitored every three weeks and the groups are adjusted accordingly -The AP meets with all ELA and math teachers two times per week to go over data, strategies and planning and once a week with Science and SS teachers to do the same -In addition to the district PD offered, the AP and principal plan intentional PD based on the areas needing improvement, staff feedback, new initiatives -The leadership solicits staff input on school-based decisions: student handbook, discipline procedures – these changes will be taking place next year -Walkthroughs are done once a week in each classroom and offer immediate feedback -The leadership takes staff members to participate in walkthroughs so they can learn about the process -The principal and assistant principal are supportive of the staff and supported by the district administration and other building leadership -The leadership has been very encouraging and supportive and there has

		been more of a sense of urgency in the last year/few months -Support for PD topics and other initiatives are reiterated often to be sure that the staff members are comfortable and knowledgeable about the topics/changes -The principal has taken a step back from chairing the SAP and TP teams. They have designated a TP team that is different from their building leadership team in order to get a fresh perspective on changes they would like to/need to make -There has been a communication shift from subject responsibility to whole school responsibility and looking at individual student data with all of the teachers
TURNAROUND PRINCIPLE 2: **School Climate and Culture**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-The school has exceeded their goal for office referrals this year so far -The discipline is inconsistent throughout the building, the behavior support system does not seem to have a sense of immediacy -The staff and leadership are working on creating a change for the discipline procedures in order to have more consistency -Conversations will be taking place for next year as to how the leadership will structure their discipline system and who will be in charge of what -I CAN statements are required for every classroom -PBIS is in place and will have continued training and PD for that -There is not much happening to recognize and celebrate staff -There is an Academic Cheer Team student group that works on encouraging other students to do well and celebrate their accomplishments -Students are celebrated when they accomplish their goals or show growth -PD has a focus on building relationships with staff and students

TURNAROUND PRINCIPLE 3: **Effective Instruction**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-PD opportunities within the school and at the district level -Book studies with small groups of staff members -PD has shifted from skimming the surface to spending more time on the topics -The staff and leadership constructed a Core Class Structure expectation that helps with consistency for the students and a comfort for the staff because it is clearly communicated and they know what is expected -There have been many changes with the IMPACT time at the beginning of the day- The AP and AIC looked at the data for every student and individually scheduled each one into a group that focuses on skills needed to improve growth...the students are progress monitored every three weeks and the groups are adjusted accordingly -The AP meets with all ELA and math teachers two times per week to go over data, strategies and planning and once a week with Science and SS teachers to do the same -There is a LA framework that is being created by reps from around the district and there will be training provided for that
TURNAROUND PRINCIPLE 4: **Curriculum, Assessment & Intervention System**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-There are many assessments that are done regularly to monitor progress: GCW, STAR, Acuity and others -Read 180 is used for below level students to ensure they are individually supported -The IMPACT time each morning includes all students -The leadership communicates to staff that assessments are a cycle of education -Learning Assessment Rubrics
TURNAROUND PRINCIPLE 5: **Effective Staffing Practices**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-During the IMPACT time, Elementary certified teachers work with the students in the group that need math and LA support -MS certified teachers work with the students who need one subject area help -Common planning time

		-1x or 2x Weekly meetings with AP in small subject area groups --Walkthroughs are done once a week in each classroom and offer immediate feedback -The leadership takes staff members to participate in walkthroughs so they can learn about the process -RISE model used for evaluations and include post-conference -Administrators from the district plan and implement PD together
TURNAROUND PRINCIPLE 6: **Enabling the Effective Use of Data**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-There has been a communication shift from subject responsibility to whole school responsibility and looking at individual student data with all of the teachers as well as showing the students their scores and progress - There have been many changes with the IMPACT time at the beginning of the day- The AP and AIC looked at the data for every student and individually scheduled each one into a group that focuses on skills needed to improve growth...the students are progress monitored every three weeks and the groups are adjusted accordingly -The AP meets with all ELA and math teachers two times per week to go over data, strategies and planning and once a week with Science and SS teachers to do the same -The Data Dashboard is used to input and analyze data
TURNAROUND PRINCIPLE 7: **Effective Use of Time**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-Math and ELA now have double blocks of time to give more emphasis to these areas -The AP meets with all ELA and math teachers two times per week to go over data, strategies and planning and once a week with Science and SS teachers to do the same -The staff meetings focus on developing effective teaching and learning that has relevancy, rigor and engagement -There have been many changes with the

		IMPACT time at the beginning of the day- The AP and AIC looked at the data for every student and individually scheduled each one into a group that focuses on skills needed to improve growth...the students are progress monitored every three weeks and the groups are adjusted accordingly -The AP meets with all ELA and math teachers two times per week to go over data, strategies and planning and once a week with Science and SS teachers to do the same
TURNAROUND PRINCIPLE 8: **Effective Family and Community Engagement**	1 Ineffective 2 Improvement Necessary 3 Effective/Implemented with Fidelity 4 Highly Effective	-All considered this to be an area needing improvement -Active PTO although it only captures a small % of families -Strong TP team put together for this and they have many ideas for enhancing this engagement -RV Twitter and FB Page -Moving toward student-led conferences -Phone messenger -The sports, dance and pep band teams have really helped increase attendance for athletic events -A new redesign of the district and school website page -Communities in Schools works with kids after school

Additional Comments:
I was really impressed by all of the changes that are being made this year. The staff members, while a bit overwhelmed by all the changes, are on board and understand that these are important changes that need to take place. The AP being able to focus on data and teacher development has really given the teachers and students a great focused advantage to put supported changes in place.

Outreach Coordinator: Rebecca Reeves Date: March 6, 2014

Professional Development Calendar (Annual)

Day	Topic	Week 1	Week 2	Week 3	Week 4
Tuesday	Data Analysis	CFA	CFA	CFA	Corporation Benchmark / State Assessment
Wednesday	Professional Development	Technology	Literacy	Literacy	Math
Thursday	Planning	Facilitated	Facilitated	Facilitated	Facilitated

Literacy Topics: Vocabulary (Frayer Model) / Comprehension (Cornell Notes)
Technology Topics: 1:1 Implementation / Google Apps for Education / Google Utilities
Math Topics: Balanced Mathematics
Planning: Faciliated by Administration
Data Analysis: CFA (Common Formative Assessments)

GCCS Assessment Windows
2013-14

ISTEP+ 3-8

Assessment	Assessment Window Begins	Assessment Window Ends
Applied Skills	**3/10/14**	**3/19/14**
Multiple-Choice	4/28/14	5/9/14 online
Core Link	**4/28/14**	**5/16/14**

IREAD-3

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	3/17/14	3/19/14
Summer	6/2/14	7/25/14

IMAST

Assessment	Assessment Window Begins	Assessment Window Ends
Multiple-Choice	4/28/14	5/7/14

ECA

Window	School	Assessment	Begins	Ends
Early Winter	High School retest	Algebra 1/English 10	12/9/13	12/18/13
Spring	Jeff High	Biology 1	**5/21/14**	**6/2/14**
	Jeff High	English 10	**5/15/14**	**5/27/14**
	Jeff High	Algebra 1	**5/23/14**	**6/4/14**
	CHS	Biology 1	**5/13/14**	**5/22/14**
	CHS	English 10	**5/22/14**	**6/3/14**
	CHS	Algebra 1	**5/15/14**	**5/27/14**
	NWMH	English 10	**5/23/14**	**6/4/14**
	NWMH	Biology 1	**5/12/14**	**5/21/14**
	NWMH/CP	Algebra 1	5/19/14	5/29/14
	CP	Biology 1	5/5/14	5/14/14
	CP	English 10	5/12/14	5/21/14
	CMS/Parkview/RValley	Algebra 1	5/19/14	5/29/14
	CCM/H	Biology 1	5/5/14	5/9/14
	CCM/H	English 10	5/12/14	5/16/14
	CCM/H	Algebra 1	5/19/14	5/23/14
Summer	Course Credit	Algebra/English 10	6/19/14	7/31/14

ISTAR

Assessment	Assessment Window Begins	Assessment Window Ends
ISTAR	3/1/14	4/30/14

LAS Links

Assessment	Assessment Window Begins	Assessment Window Ends
Annual Administration	1/22/14	2/28/14

STAR Reading & Math

Assessment	Grade	Begin	End
Star Reading/Math	K-12	8/5/13	8/23/13
Star Reading/Math	K-12	1/6/14	1/24/14
Star Reading/Math	K-12	5/12/14	5/30/14

GCCS Assessment Windows
2013-14

College/Career– Grade 11

Assessment		
	Begin	**End**
Accuplacer	**3/3/14**	**3/12/14**

Technology Assessment- Grades 5 & 8

Assessment	Post - Test	
	Begin	**End**
21st Century Skills	4/14/14	4/25/14

High Ability Identification – Kind.

Assessment	Grade	Begin	End
CoGAT -Screening	K	1/13/14	1/22/14
Testing	K	2/24/14	3/7/14

Acuity Grades 3-8 & Algebra

Assessment	Predictive A		Predictive B		Predictive C	
	Begins	**Ends**	**Begins**	**Ends**	**Begins**	**Ends**
ELA/Math (3-8)	9/23/13	10/4/13	11/25/13	12/10/13	2/6/14	2/21/14
Sci (4&6) Soc St (5&7)			12/4/13	12/17/13	2/3/14	2/19/14
Algebra I (8-12)	11/4/13	11/18/13	1/27/14	2/7/14	3/24/14	4/11/14

ACT/SAT - GCCS

Assessment	Grade	Date	Assessment	Grade	Date
Explore	8/9	9/17-18/13	**PSAT**	10	10/30/13
Plan	10	9/17-18/13	**ACT w/writing**	11	3/18/14

ACT/SAT – College Board

Assessment	Date	Date	Date	Date	Date	Date	Date
ACT	9/21/13	10/26/13	12/14/13	2/8/14	4/12/14	6/14/14	
SAT	10/5/13	11/2/13	12/7/143	1/25/14	3/8/14	5/3/14	6/7/14

AP Exams

Assessment	Date
Chemistry, Psychology, Environmental Science	5/5/14
Computer, Spanish, Art H	5/6/14
Calculus AB, BC	5/7/14
English Lit/Comp, Latin	5/8/14
English Language & Comp, Statistics	5/9/14
Biology, Physics, Music	5/12/14
US Government, Comparative Government, French	5/13/14
German, US History, European History	5/14/14
Microeconomics, World History	5/15/14
Human Geography, Spanish Literature	5/16/14

GCCS Assessment Windows
2013-14

Goal Clarity Assessments

Quarter	Writing Genre	Module	Window	Data Analysis Due
1	Narrative	1	Aug.1-16, 2013	Aug. 23, 2013
1		2	Aug. 19-30, 2013	Sept. 6, 2013
1		3	Sept. 3-20, 2013	Sept. 27, 2013
1		4	Sept. 23 – Oct.4, 2013	Oct. 25, 2013
2	Persuasive/ Argumentative	1	Oct. 21-Nov.1, 2013	Nov. 8, 2013
2		2	Nov. 4-15, 2013	Nov. 22, 2013
2		3	Nov. 18-Dec.6, 2013	Dec. 13, 2013
2		4	Dec. 9-20, 2013	Jan.10, 2014
3	Informative	1	Jan. 6-17, 2014	Jan. 24, 2014
3		2	Jan. 21-31, 2014	Feb. 7, 2014
3		3	Feb.3-14, 2014	Feb. 21, 2014
3		4	Feb.18-28, 2014	Mar. 7, 2014
3		5	Mar.3-21, 2014	Apr. 11, 2014
4	Research	1	Apr. 7-25, 2014	May 1, 2014
4		2	Apr. 28-May 9, 2014	May 16, 2014
4		3	May 12-June 3, 2014	June 4, 2014

Text Reading Levels K-2

Assessment	BOY		MOY		EOY	
	Sept.	**Data due**	**Dec.**	**Data due**	**May**	**Data due**
Kindergarten			ALL	1/10/14	ALL	6/4/14
Grade One	ALL	10/25/13	ALL	1/10/14	ALL	6/4/14
Grade Two	IMPACT	10/25/13	IMPACT	1/10/14	IMPACT	6/4/14

	Reading Wonders			Guided Reading			Reading Recovery		
	Sept	Dec	May	Sept	Dec	May	Sept	Dec	May
Grade K		2	6		B	C/D		2	5/6
Grade 1	8	14	20	E	H	K	8	14	20
Grade 2	20	24	30	K	L	N	20		

Grant Application
Stakeholder Support

Printed Name	Signature	Date	Group
W. Michael Denny		3/17/14	Principal
Dennis Kraft	Dennis R. Kraft	3/17/14	GCEA BLDG REP
Jessica Broady	Jessica B	3/17/14	Asst. Principal -
Kay Hadens		3/19/14	Turnaround Chair
Scott Endres		3/19/14	Turnaround Comm E
Christa Hammack	Christa R Hammack	3/19/14	Turnaround Comm
Sarah Detenber	Sarah Detenber	3/19/14	Turnaround Comm.
Lyndsay Combs	Lyndsay Combs	3/19/14	Turnaround Comm.
Jessica Gilbert-Pomeroy		3/19/14	Turnaround Committee
Anne Scherer	Anne E Scherer	3/19/14	RVPTO President
Debbie Lake	Deborah Lake	3/19/14	RV PTO VP
Laura Zeles	Laura Zeles	3/19/14	RV PTO Secretary
Chiara Armstrong	Chiara Armstrong	3/19/14	RV PTO Treasurer
Christopher Wiltj		3/19/14	PTO Teacher Rep
Stephanie Oaks		3/19/14	PTO Teacher Rep
[illegible]		3/19/14	PTO Parent
Veronica Cook	Veronica Cook	3/19/14	PTO Parent
Tessa Morales	Tessa Morales	3-19-14	PTO Parent

PROFESSIONAL LEARNING

ASCD
LEARN. TEACH. LEAD.
WWW.ASCD.ORG

Fisher and Frey's FIT Teaching™

WHAT IS FISHER AND FREY'S FIT TEACHING?

The Framework for Intentional and Targeted (FIT) Teaching is based on the work of Dr. Doug Fisher and Dr. Nancy Frey. The four essential elements of FIT Teaching provide teachers with the tools and skills to insure that high-quality teaching and learning occurs in every classroom.

THE FOUR ELEMENTS OF THE FRAMEWORK FOR INTENTIONAL AND TARGETED (FIT) TEACHING

1. School and Classroom Culture: School culture—the actions, traditions, symbols, ceremonies, stories, and rituals that reflect the school's mission—is equally important to the academic success of each student as is the explicit academic curriculum of a school. An effective school operationalizes its mission by integrating academic outcomes with a positive school culture.

Fisher and Frey's Five Pillars of Creating a Culture of Achievement

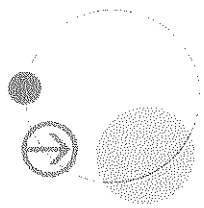
I. Welcome: This pillar asks, "Do stakeholders feel welcomed?" Understand what organizational theorists refer to as "the experience economy" and how important this is to a school's success.

II. Do No Harm: This pillar puts adults in the position of teaching students to assess their actions as appropriate or not, based on an ethical standard rather than adherence to a set of rules.

III. Choice Words: This pillar represents the importance of choosing words carefully so that messages students receive build positive students' identities.

IV. It's Never Too Late to Learn: This pillar presumes competence from the beginning of a learning experience and allows for errors and mistakes as a natural part of the learning process.

V. Best School in the Universe Pillar: This pillar promotes a school mission that embraces routine systemic reflection, conditions that create and support the best place to work and to learn and service cycles and service recovery



Contact ASCD Program Management Team
programteam@ascd.org
1-800-933-2723, or
1-703-578-9600, ext. 5773.

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Alexandria, VA 22311-1714 USA
1-703-578-9600 or 1-800-933-2723

About ASCD

Founded in 1943, ASCD (formerly the Association for Supervision and Curriculum Development) is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. Comprising 149,000 members—superintendents, principals, teachers, professors, and advocates from more than 138 countries—the ASCD community also includes 56 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world.

The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

ASCD Mission

ASCD is a global community dedicated to excellence in learning, teaching, and leading. ASCD's innovative solutions promote the success of each child.

ASCD Publications

ASCD publications are recognized for their depth of insight and relevance to the lives of educators. This is because so much of our content is written by educators themselves—professionals at all levels who care deeply about the success of all learners and are eager to share their knowledge with colleagues throughout the world.

ASCD PD In Focus

PD In Focus is an essential on-demand professional development system that provides online access to ASCD's extensive library of videos demonstrating effective teaching practices. Designed especially for professional learning communities, schools, and districts, PD In Focus connects research-based practices with real-life examples of effective classroom instruction. Features include

- A custom channel creator
- Group discussion boards
- Enhanced assignment capabilities
- Robust reporting

ASCD PD Online

PD Online courses help educators address individual and group professional development needs with

- Flexible course design that supports personal professional development needs.
- Job-embedded applications that link course materials to real-world practice.
- Assessments that measure results at the beginning and end of each course.
- Intuitive design that makes training and implementation simple.
- Credit hours equal to at least 10 seat hours. Many states, districts, and universities allow courses to apply toward CEU or college credit.

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to continuously monitor and adjust adherence to the pillars.

2. Establishing Purpose: Learning and understanding the critical importance of the **intentional** planning for and designing of instruction that provides students with a clear understanding and vision of

   a. What students will *learn*, know, and understand after the instruction.

   b. What specific content, oral and written language skills, and social skills will be learned.

   c. How the purpose of the lesson is relevant to other learning.

3. Gradual Release of Responsibility: Learn how to **intentionally** design and deliver scaffolded and guided instructional practices that maximize student learning:

   a. Focused Instruction—Teacher: "I do it."

   b. Guided Instruction—Teacher and students: "We do it."

   c. Collaborative Learning—Students: "You do it together."

   d. Independent Learning—Student: "You do it alone."

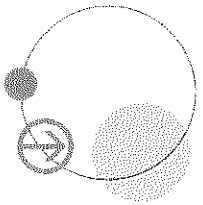
4. Formative and Summative Assessments: Offering descriptive and actionable feedback and using classroom data to inform **targeted** future instruction:

   a. Feed Up

   b. Feedback

   c. Feed Forward

   d. Checking for Understanding



(Estimated 5 Face-to-Face Days, 5–7 Virtual Days)

NOTE: ASCD Faculty members will be assigned based on school-level experience with Fisher and Frey's Framework for Intentional and Targeted (FIT) Teaching. Each school level will work with one ASCD Faculty member.

IMPLEMENTATION/ EVALUATION TIMELINE

District-Level Support

- ASCD implementation staff and identified ASCD Faculty member meet with district to develop and outline implementation, evaluation, and communication plans, and a communication plan for the initiative. Current district initiatives will be integrated within the plan. A visual will be developed to illustrate how Fisher and Frey's Framework for Intentional and Targeted (FIT) Teaching connects to and supports other identified district initiatives. (Estimated 3 Days)
- ASCD implementation staff and identified ASCD Faculty members support district leaders in identifying a stakeholder group who will be involved in the development of Fisher and Frey's Framework for Intentional and Targeted (FIT) Teaching and the job-embedded professional learning that will be required. The stakeholder group will outline the timeline and support the development of policies and practices. (Estimated 3 Days)

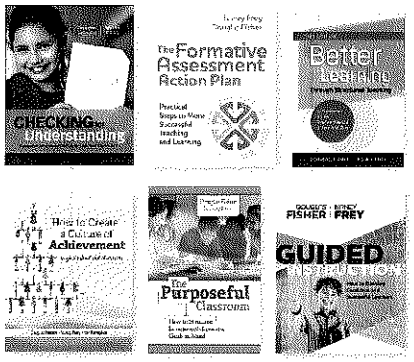
School-Level Support

- ASCD Faculty will work with leadership team to begin the initiative. The leadership team will consist of identified teacher leaders and administrators. This team will participate in professional learning around Fisher and Frey's Framework for Intentional and Targeted (FIT) Teaching. The leadership team and assigned ASCD Faculty will develop implementation, communication, job-embedded professional learning for staff, and roll-outs customized to schools, in alignment with district plan. ASCD professional learning support will be delivered both face-to-face and through virtual coaching.
- Identified ASCD Faculty members will work with school leadership teams at their individual school sites, throughout the job-embedded rollout of Fisher and Frey's Framework for Intentional and Targeted (FIT) Teaching as identified in the school-level implementation plan.
- ASCD implementation staff, identified ASCD Faculty member, and district/school staff will conduct ongoing professional learning feedback and gather impact data to determine effectiveness and sustainability of efforts.

RECOMMENDED RESOURCES AND MATERIALS

Books/E-Books

- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* by Douglas Fisher and Nancy Frey
- *The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning* by Douglas Fisher and Nancy Frey
- *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition* by Douglas Fisher and Nancy Frey
- *How To Create a Culture of Achievement in Your School and Classroom* by Douglas Fisher and Nancy Frey
- *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind* by Douglas Fisher and Nancy Frey
- *Guided Instruction: How to Develop Confident and Successful Learners* by Douglas Fisher and Nancy Frey



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MONITORING INSTRUMENT: provided by Marge Simic
2014-2015 Transformation Model: Year 1
School Improvement Grant 2014-2015

SIG 01: Principal Replacement			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 01 Replace the principal who led RVMS prior to commencement of the Transformation model.		
Associated Documents	Job description (based on RISE/ Turnaround Rubric) and resume of new principal GCS description of its process and timeline for replacing the principal		
Required and Optional Documents	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 02: Principal and Teacher Evaluation			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 02 Use rigorous, transparent, and equitable evaluation systems for teachers and principal(s) that: A) take into account data on student growth as a significant factor, as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased learning time (reduced behavior incidences), and B) are designed and developed with teacher and principal involvement.		

Associated Documents	HR procedures and policies		
Required and Optional Documents	Agendas, minutes, and sign-in sheets from meetings where the new evaluation system (RISE/ Turnaround Rubric) was discussed Detailed plan for the development of a new teacher and principal evaluation system (RISE/ Turnaround Rubric) memoranda, announcements rubrics or other documentation outlining the evaluation criteria for staff Products of the evaluation system, such as sample teacher evaluations and evidence of staffing decisions made with regard to teacher evaluations		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 03: Identify, Reward, and Replace			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 03 Identify and reward school leaders, teachers and other staff who, in implementing the RVMS Transformation model, have increased student achievement; and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.		
Associated Documents	HR procedures and policies		
Required and Optional Documents	Documentation of results of the incentive process Evidence of staffing decisions made with regard to teacher evaluations Faculty Handbook, memorandum of understanding, or staff contract that lays out system of reward for staff who are raising student achievement		

	and remediation and consequences for staff who are not raising student achievement		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 04: Recruit, Place, and Retain			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 04 Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the transformation school		
Associated Documents	HR procedures and policies Vacancy List Position Control Roster Performance Task to utilize for hiring decisions		
Required and Optional Documents	Faculty handbook, memoranda, staff contract or other document that describes any new incentive systems or opportunities for promotion and career growth GCS description and evidence of any means or procedures implemented for recruiting, placing and retaining staff with skills necessary to implement the transformation model selected		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 05: Professional Development			
		Activity/ Evidence:	Date
LEA Status	In Progress		

Compliance Indicators	II-SIG 05 Provide staff ongoing, high-quality job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.		
Associated Documents	Schedules, agendas and minutes Handouts, PowerPoints, reflection		
Required and Optional Documents	Documentation of past and current professional development activities, specifically regarding implementing new instructional programs or strategies, analyzing data, or teaching limited English proficient students Documentation, research, or data used to determine the types of professional development that were or will be provided GCS description and provide evidence of how school staff is involved in designing professional development programs and activities GCS memoranda, announcements, calendars, or agendas for professional development meetings Professional development resources and materials provided by GCS to SIG school staff relating to the school reform models and effective instruction		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 06: Operational Flexibility			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 06 Give RVMS sufficient operational flexibility (such as		

	staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase instructional time (reduce behavioral referrals)		
Associated Documents	Master schedule Staffing assignment chart School climate survey Professional development schedule/ plan Scheduled intervention time/ intervention programs		
Required and Optional Documents	Examples of the operating flexibility that RVMS has regarding SIG, may include, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products Examples possibly will include, but is not limited to, job descriptions/ duty statements, policy changes/ revisions, agendas, and minutes that reflect school-level decision making and school-level work products		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 07: Instructional Program			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 07 Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with INCSS		
Associated Documents	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports		

	Needs assessment data School focus groups School plan/ action plan		
Required and Optional Documents	Current written documentation outlining the criteria and evaluation process for screening and selecting new instructional programs Examples of data collected by GCS and/or school, analysis of data, and how data were used to identify and implement instructional programs GCS memoranda, announcements, calendars, or agendas for professional development meetings pertaining to the identification and implementation of new instructional programs		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 08: Use of Student Data			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 08 Promote the continuous use of student data (such as diagnostic, formative and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.		
Associated Documents	Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
Required and Optional Documents	Evidence of staff collaboration around student data, that may include, but is not limited to, calendars, agendas, and products of collaboration Examples of data collected by school, content area, or individual teacher; analysis of data; and description of		

	how data was used to inform instructional decisions Summary of classroom observations		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 09: Increased Learning Time			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 09 Establish schedules and implement strategies that provide increased learning time: A) core, B) enrichment, and C) teacher collaboration		
Associated Documents	Current year's and base-line year's instructional calendar Current year's and base-line year's instructional minutes Current year's and base-line year's school schedule GCS examples of how the increase in time is being used, that may include, but is not limited to, sample lesson plans, instructional planners, staff collaboration around program alignment and content		
Required and Optional Documents	Samples of individual student schedules Scheduled intervention time Data analysis documentation Data analysis summaries/ reports Needs assessment data School focus groups Minutes/ agendas for collaboration times		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 10: Family and Community Engagement			
		Activity/ Evidence:	Date

LEA Status	In Progress		
Compliance Indicators	II-SIG 10 Provide ongoing mechanisms for family and community engagement		
Associated Documents	School climate survey School focus groups Student/ parent handbooks Job description of family/ community engagement staff List of family/ community engagement activities and attendance List of advertised student support services, including data on which students are eligible, receiving the services and their attendance Surveys of families Surveys of community providers School guidance plans List of family/ community education programs List of outreach programs for families with struggling students		
Required and Optional Documents	Letters to parents, fliers, announcements, and agendas and/or minutes from parent/ community meetings Parent Involvement Plan Results of community surveys		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 11: Technical Assistance			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	II-SIG 11 Ensure that RVMS receives ongoing, intensive TA and related support from GCS or a designated external lead partner organization (such as a school transformation organization or an education management organization or school improvement technical assistance).		

Associated Documents	Schedules, agendas and minutes Handouts, PowerPoints, summaries/ feedback		
Required and Optional Documents	Copy of Service Agreement between GCS and TA provider Current documentation that describes the GCS's process and criteria for approving external provider Evidence of TA provided to RVMS Products of or documentation reflecting GCS site visits relating to the implementation of the SIG		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 12: Fiscal Management			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 12 Use fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort.		
Associated Documents	Detailed budget reports to date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS SIP/ PL221/ Student Achievement Plan		
Required and Optional Documents	A Position Control report in Excel format for the entire GCS and all resource codes that includes the employee name, position number,		

	start and end date, salary/ payroll amount, and location Regulations, policies, or protocols that provide evidence of GCS practices regarding fiscal management and internal control, including, but not limited to, food/ refreshment purchases, core services, hiring, contracting, and transportation		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 13: Fiscal Accountability			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 13 Ensure that funds are spent as indicated in the sub-grant proposal and agree that funds will be used only in RVMS identified in GCS's sub-grant award letter		
Associated Documents	Detailed budget reports to date for resource code, sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date GCS Plan RVMS PL221 Plan/ SIP/ Student Achievement Plan		
Required and Optional Documents	Report or listing of contracted services charged to SIG that contains the start and end dates, the GCS's local board approval date, the vendor name, the contract amount, and the contract payment schedule Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28,		

	2010)]		

SIG 14: Equipment			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 14 GCS maintains an inventory record for each piece of equipment with an acquisition cost of $500 or more per unit that is purchased with SIG funds and has conducted a physical check of the inventory of equipment within the past two years and reconciled the result with inventory records. The record includes: type/ description, model/ name, serial number, funding source, acquisition date, cost, location, and current condition.		
Associated Documents	RVMS PL221 Plan/ SIP/ Student Achievement Plan		
Required and Optional Documents	Documentation of physical check of inventory within the past two years reconciled with inventory records Inventory records of items purchased with state or federal categorical SIG funds that include all requirements Report of expenditures of SIG funds to date for GCS and RVMS that indicate major object and sub codes for the appropriate resource codes		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		

SIG 15: Leadership Team Approval			
		Activity/ Evidence:	Date
LEA Status	In Progress		
Compliance Indicators	V-SIG 15 Building Leadership Team aligns the SIG components with the SIP/ PL221 goals, strategies and		

	activities, and annually reviews, updates and approves the plan including proposed expenditures. The plan elements include: • An analysis of academic performance data to determine students' needs • School goals to meet the identified academic needs of students • Activities to reach school goals that improve the academic performance of students • Expenditures of funds allocated to the school • The means of annually evaluating the progress of programs toward accomplishing the goals		
Associated Documents	RVMS PL221 Plan/ SIP		
Required and Optional Documents	Minutes/ agendas of BLT approving allocations, proposed expenditures on SIP activities, and centralized services Notice, agenda, and minutes of BLT meeting indicating how program services are identified, developed, implemented, monitored, evaluated, and improved in the SIP BLT evaluation of the SIP activities		
Legal References	[SIG authorized under section 1003(g) of Title I of ESEA of 1965, as amended (75 FR 66363 (October 28, 2010)]		